

St Patrick's Catholic Primary & Nursery Voluntary Academy



St Patrick's
Catholic Voluntary Academy

Relationships, Sex and Health
Education (RSHE) Policy

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Mission Statement

Love First, Live the Gospels, Learn for Life

At St Patrick's Catholic Academy, we are an inclusive, caring, learning community who endeavour to use the gifts and talents given to us by God to our full potential to help others. The life, example and teachings of Jesus Christ underpins everything we do and who we are. We want our children to **Love** themselves and others first, **Live** out the Gospels and **Learn** for life.

At St. Patrick's we strive to live, and encourage others to live the Gospel. We aim to achieve this through:

- The nurturing of the Catholic Faith.
- Seeking to develop the faith of all at school, irrespective of where they may be on their personal faith journey.
- Putting our Faith into practice in the quality of care and support that we extend to others; creating an ethos that exemplifies the teaching of Jesus Christ so that others can come to know God's love as we do.
- Celebrating our Faith through Mass, Collective Worship, Personal prayer and taking part in the preparation for the Holy Sacraments.
- Welcoming the community to share all forms of prayer and worship with us making it a relevant and meaningful experience for all.
- The effective delivery of a quality, rich curriculum, striving to develop the whole child and enable all pupils to fulfil their full potential by acquiring the knowledge and skills that will enable them to grow spiritually, morally, physically and academically and to make a valuable contribution in society.
- The encouragement of a positive partnership between home, school and parish, respecting all cultural and faith backgrounds and practices.
- Having high expectations for all, leading by example, encouraging pupils to develop self-respect, confidence, independence, personal aspirations and to set themselves high standards.
- The establishment and maintenance of a strong sense of identity and belonging, through the consistent promotion of high standards of conduct and respect for all.
- We want our children to feel happy, loved, respected, safe and valued as individuals in order for them to show kindness, respect, tolerance, acceptance and to celebrate our differences as we work together as a community.
- We work and worship collaboratively with all the schools in Our Lady of Lourdes Trust to deliver the best Catholic education for all our pupils.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, special educational needs, faith or religion or socio-economic background. We aim to develop a culture of inclusion and celebrate diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We believe everyone has a contribution to make and will enrich our community.

At St Patrick's, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We believe every individual is created in the image of Christ and as such should be respected, welcomed and valued in order to be able to **Love First, Live the Gospels and Learn for Life.**

SCHOOL MISSION STATEMENT

In this policy the Governors and teachers, in partnership with pupils and their parents, set out our intentions about relationships and sex education (RSHE). We set out our rationale for, and approach to relationships and sex education in the school.

CONSULTATION

Parent consultation opened in November 2020 the following documents were shared with parents to gain their opinions, feelings, questions on the planned RSHE curriculum, teaching materials from Life to the Full in order to fully informed teaching and learning in school:

- **Consultation Letter to Parents/Carers** informing them about the legal requirements of the school, the planned teaching in line with the teachings of the Catholic Church, login details to access the Life to the Full parent platform and requesting their involvement in the consultation.
- **Access to the Life to the Full Parent Portal-** platform which gives parents access to all teaching materials and lesson plans, the pedagogy of the scheme and ideas and materials to support them to support their child at home with RSHE.
- **Parent Survey** to be completed online once parents have had a look at the Life to the Full curriculum and teaching materials.
- **St Patrick's PSHE and RSHE Curriculum outline planning document.**
- **Parents/Stakeholder Live Information Event via TEAMS** during the Consultation period to include an opportunity for parents and stakeholders to ask questions.

Governor Consultation takes place simultaneously with parent consultation beginning on 16th November 2020 at the Advent 2 LGB meeting. They will have access to all the above materials and timelines.

The PSHE and RE Coordinators will lead **pupil consultation** on the areas they will be covering across school and what they believe they need to know. This will be done via pupil voice with small focus groups from each year group.

Staff Consultation will run alongside parent and governor consultation and beyond this to finalise the school policy and curriculum based on feedback from parents, governors and pupils.

The Headteacher has been part of a diocesan working party focusing on the development of a PSHE and RSHE overview for the curriculum. This has involved working with Diocesan representatives and head teachers and RSHE Coordinators from CMAT and diocesan schools as well as the advisor for the PSHE Matters scheme from Derby and input from the Nottingham City Healthy Schools and RSHE advisor.

IMPLEMENTATION AND REVIEW OF POLICY

Implementation of the policy will take place after consultation with the Governors in the Advent term 2020 and consultation ending with parents at the end of the Advent Term 2020. The revised policy and new RSHE curriculum will be delivered from the start of the Lent Term 2021.

This policy will be reviewed every year 2 years by the Head teacher, RSHE Co-ordinator, the Governing Body and Staff. The next review date is January 2022.

DISSEMINATION OF POLICY

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available from the school office. Details of the content of the RSHE curriculum will also be published on the school's web site.

DEFINING RELATIONSHIPS AND SEX EDUCATION

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”¹. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSHE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”³

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSHE go further.

RATIONALE

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSHE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSHE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

¹ Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers Page 19

³ Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RSHE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims are that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

All to be instilled at an age and maturity appropriate level:

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

⁴ *Gravissimum Educationis* 1

To know and understand:

- the Church's teaching on relationships;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the correct biological names for the different body parts God has created in each of us;
- how a baby grows at different stages in its development in the womb and is a gift from God.

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture, family units and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

BROAD CONTENT OF RSHE

Three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex education curriculum.

Our programme will use the Ten:Ten Resource- Life to the Full the parent portal for which is available to parents on our school website; the PSHE Matters Scheme, Diocesan RE Scheme Come and See, the National Curriculum for Science, Statements to Live By, Word of the Week to support the teaching of PSHE and RSHE.

PROGRAMME / RESOURCES

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- active
- brainstorming
- film & video
- group work
- role-play
- values clarification

ASSESSMENT

As in other subjects taught in school, pupils' knowledge and understanding will be assessed during lessons by the adults working with them through discussion, listening to the pupils, assessing the questions individuals ask and their responses to questions asked of them as well as responses made to questions posed by others. Teaching staff will monitor their responses and behaviours including online activity and the use of social media as much as possible and respond appropriately in line with the CMAT safeguarding policy. Pupils will be encouraged to self-assess their own learning and how they feel and respond to different situations and whether this is appropriate and safe.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing access to materials via the Ten:Ten- Life to Full Parent Portal to be shared with their children at home to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents will be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSHE programme via our school website. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs.

Parents continue to have **the right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the Headteacher, RE, Science, and PSHE Coordinators.

However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'⁵.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSHE

Governors

- contribute to the drawing up the RSHE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used, this will be the RE link governor;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within PSHE.

Headteacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSHE Co-Ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training. *(They will be supported by the curriculum leader and the lead Designated Safeguarding Lead).*

All Staff

RSHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSHE in accordance with the Catholic Ethos of the school.

⁵ CES Checklist for External Speakers to Schools, 2016

Appropriate training will be made available for all staff teaching RSHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible- the Designated Safeguarding Leads (DSLs) via CPOMS and in person.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal, present a safeguarding risk to the child or others or are abusive for instance. Teachers will explain that in such circumstances they would have to inform others,

e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

MONITORING AND EVALUATION

The PSHE/RE/RSHE Co-ordinators will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.