

# St Joseph's Catholic Primary School, Jarrow



*In God's love we learn and grow*

## RSHE Policy

Start Date:	Review Date:	Adopted:
Spring 2024	Spring 2026	Spring 2024



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### **Introduction**

#### **School Mission Statement**

*We hope to 'Act justly, Love tenderly, walk humbly with our God' (Micah 6. v8)*

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships Education, Relationships and Sex Education and Health Education (RSHE) is an integral part of this education.

Furthermore our school aims state 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.

#### **Consultation**

This policy has been produced in consultation with staff and parents/carers. Consultation on RSHE takes place on an annual basis with parents/carers and staff.

#### **Rationale**

*'I have come that you might have life and have it to the full' (John 10.10)*

We are involved in RSHE 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, RSHE will be firmly embedded in the Relationships and Health 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 and support will be provided to help pupils deal with different sets of values.

#### **Aim of RSHE**

In partnership with parents, we aim to provide children with a "positive and prudent sexual education"<sup>3</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.



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To develop the following attitudes and virtues:

- 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 and their own bodies;
- responsibility for ones 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 love;
- recognising the importance of marriage and family life;

To develop the following personal and social skills:

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships;
- managing emotions within relationships including when relationships break down;
- 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;

To develop the following knowledge and understanding:

- 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 facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;

### **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 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. These questions will be responded to in the context of the school's inclusion policy.

### **Statutory Curriculum Requirements**

We are required to teach those aspects of RSHE which are statutory parts of National Curriculum Science. We are required to teach Relationships and Health Education

### **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, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.



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### **Broad Content of RSHE**

Three aspects of Relationships Education, Relationships and Sex Education and Health Education - attitudes and values, personal and social skills and knowledge and understanding will be provided in three inter-related ways: the whole school/ethos dimension; cross-curricular Relationships and Health approach and a discreet Relationships Education, Relationships and Sex Education and Health Education curriculum.

### **Programme / Resources**

The main Relationships Education, Relationships and Sex Education and Health Education programme will be Ten-Ten, Life to the Full+

The programme is split into three modules which will be taught across a range of timetabled sessions, in an age appropriate manner, across the school year

### **Module One: Created and Loved by God**

This explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships

#### **Early Years Foundation Stage:**

- Our uniqueness in real terms
- Celebrating differences, talents and abilities
- Looking after and using our bodies
- The necessity of when and how to say sorry
- Jesus' forgiveness and growing up as God's plan for us

#### **Key Stage One:**

- We are uniquely made by a loving God
- We have differences and similarities
- Key information about staying physically healthy
- Understanding feelings and emotions, including strong feelings such as anger
- The cycle of life from birth to old age

#### **Lower Key Stage Two:**

- Understanding differences
- Respecting our bodies
- Puberty and changing bodies
- Strategies to support emotional wellbeing Including practicing thankfulness
- The development of pupils' understanding of life before birth

#### **Upper Key Stage Two:**

- Appreciation of physical and emotional differences
- A more complex understanding of physical changes in girls' and boys' bodies
- Body image
- Strong emotional feelings
- The impact of the internet and social media on emotional well-being
- A more nuanced and scientific understanding of life in the womb and how babies are made
- Menstruation



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### Module Two: Created to Love Others

This explores the individual's relationships with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships.

#### **Early Years Foundation Stage:**

Unit 2: Personal Relationships

- Different family/friend relationships
- Features of positive/negative behaviour in relationships
- The importance of saying sorry and forgiveness within relationships

Unit 3: Keeping Safe

- Practical ways to stay safe inside and out
- Staying safe around medicines
- People who help us in emergencies

#### **Key Stage One:**

Unit 2: Personal Relationships

- 'Special people' in their lives who they love and can trust
- Coping with various social situations and dilemmas
- The importance of saying sorry and forgiveness within relationship

Unit 3: Keeping Safe

- The risks of being online
- The difference between good and bad secrets
- Teaching on physical boundaries
- The effects of harmful substances
- Some basic First Aid

#### **Lower Key Stage Two:**

Unit 2: Personal Relationships

- Different family structures
- Activities and strategies for developing healthy relationships with family and friends
- Techniques for managing thoughts, feelings and actions

Unit 3: Keeping Safe

- Online safety
- Teaching on bullying and abuse
- The effects of drugs, alcohol and tobacco
- The crucial role of First Aid in emergency situations

#### **Upper Key Stage Two:**

Unit 2: Personal Relationships

- Strategies for more complex experiences of relationships and conflict
- How to identify and respond to spoken and unspoken pressure
- The concept of consent
- Further teaching on how our thoughts and feelings impact on how we act

Unit 3: Keeping Safe

- Risks of sharing and chatting online
- A more complex understanding of different forms of abuse
- How drugs, alcohol and tobacco can negatively affect people's lifestyles
- Essential First Aid such as DR ABC and the recovery position



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#### Module Three: Created to Live in Community

This explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

##### **Early Years Foundation Stage:**

- Children will learn that God is three in one: Father, Son and Holy Spirit
- Know that they are loved and called to love others
- Learn about the different communities they are part of and the responsibilities they have to them

##### **Key Stage One:**

- Children understand that God is love: Father, Son and Holy Spirit
- Learn that being made in His image means being called to be loved and to love others
- Learn about the various communities they belong to: home, school, parish, the wider community, the nation and the global community
- Know that God calls us to live in community with one another

##### **Lower Key Stage Two:**

- Children will develop a deeper understanding that God is love as shown by the Trinity
- Understand that the human family reflects the Holy Trinity in mutual charity and generosity
- Know that the Church family comprises of home, school and parish • Catholic Social Teaching on what it means to work for the Common Good

##### **Upper Key Stage Two:**

- Children will know that God is Trinity – a communion of persons
  - Learn that the Church is the body of Christ
- Develop a deeper and richer understanding of Catholic social teaching
- Learn how certain charities reach out to the wider community with love

#### **Assessment of RSHE**

Monitoring and evaluation of the programme, including resources used, will be carried out by Head Teacher, RSHE Coordinator and RSHE governor.

#### **Parents and Carers**

Parents/carers are the primary educators of their children. They were consulted before this policy was ratified by the governors. They will be consulted at every stage of the development of any revision of the RSHE programme, as well as during the process of monitoring, review and evaluation. Resources used by the school in the RSHE programme will be made available each year for parents/carers to view.

Parents have the right to withdraw their children from RSHE excepting those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they should notify the school by contacting the Headteacher in writing. The request will be made on a year by year basis. The school will provide support by providing material for parents to help the children with their learning.



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#### **Teaching the Programme**

Class teachers have the responsibility for teaching the RSHE curriculum. On some occasions adults from other agencies will be used to deliver some aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors should adhere to our code of practice developed in line with the school visitor policy and will be required to ensure that all teaching is rooted in Catholic principles and practice.

#### **Other Roles and Responsibilities regarding RSHE**

Governors will:

- Draw 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;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within relationships and Health Education.
- Ensure that the school policy and teaching is compliant with the guidance issued by the Diocesan Department for Education 2019

Headteacher will:

- take overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Department for Education and the local authority, also appropriate agencies.

RSHE Coordinator will:

- have 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.

All Staff will:

- 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.
- be expected to teach RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE.
- be included in the development of this policy
- be aware of the policy and how it relates to them.

#### **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.



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### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSHE. These may be matters 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.

(See also Relationship Education, Relationships and Sex Education and Health Education ,Sections 63 and 64 'Managing Difficult Questions' DfE February 2019, for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

### **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 the Designated Safeguarding Lead.

### **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, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g. parents, headteacher, but that the pupils would always be informed first that such action was going to be taken.

### **Monitoring and review of the policy**

The RSHE Coordinator will monitor provision by scrutinising plans, schemes of work and samples of pupils' work. The programme will be evaluated biennially. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy.