

*The Holy Spirit
Catholic Primary School*

*Relationships Sex, & Health Education Policy
2023-2024*

RSHE Lead: Headteacher Mrs. Lorraine Connolly



Academic year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
April 2020-2021	Jenia Crabbe	Louisa Jones	Ann Kelly	Kathy Keig
Review Date	Changes made	By Whom	Date ratified at FGB	
September 2023	LTTFP	L Connolly	October 2023	



Mission Statement

“In the spirit of love and forgiveness our family learns to grow with hope and joy”.

“Love one another; as I have loved you”.

John 15:12:

In this policy the Governors and teachers, in partnership with pupils and their parents, set out our intentions about Relationships Sex and Health education (RSHE) at The Holy Spirit Catholic Primary School. We set out our rationale for and approach to RSHE at our school. This policy has been developed in line with Catholic Education Service Guidance

Consultation

- Letter to parents to parents and carers
- Questionnaire to parents and carers
- Consultation with staff and Governors

Implementation

Implementation of this policy will take place after consultation with the Governors at the full Governing body meeting in June 2021. We will review the policy every 2 years by the headteacher (RSHE lead) and the senior leadership team and the governing body. Date of review will be summer 2024.

Dissemination

This policy will be shared with all members of the Governing body, staff and non-teaching staff. The policy will be published on the school website for parents and carers to access and paper copies will be available on request. The RHSE curriculum and further guidance will also be available on the website.

Defining Relationship, Sex and Health 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”. It is about the development of the pupil’s knowledge and understanding of what it means to be fully human.

It is about the understanding of the importance of family life, stable and loving relationships, to love, respect, and care. It is about the development of the pupil's knowledge and understanding of her or him as 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. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

Children must acquire skills and knowledge and understanding to enable them to make responsible decisions about their friendships, family relationships, and their well-being and the wellbeing of others, including how to develop respectful relationships online and stay safe. At The Holy Spirit pupils learn what makes a positive relationship, they do this through friendships, family relationships and relationships with others. Pupils develop healthy relationships and know how to reciprocate friendship and be a good friend to others. Pupils at The Holy Spirit develop strength in attitude and virtue to resist peer pressure when they are confronted by their peers.

Statutory Curriculum Requirements.

We are legally required to teach aspects of RSHE which are statutory parts of the National Curriculum, Science for example human reproduction, puberty and the human life cycle. However, the reasons for us to include RSHE go a lot further

Rationale

"I have come that you might have life and have it to the full."

John 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, 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 and prepare our pupils for life in modern Britain.

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 God's call to love others with 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. At the Holy Spirit Catholic primary School we are guided by the virtues throughout our school day to enable us to look to Christ in all that we do. Children are familiar with the virtues and celebrate them each week, putting the word of God into action.

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 and emotional and we believe that RSHE is an integral part of this education to enable our pupils to understand the importance of relationships and support them in all aspects of personal growth and development.

Together in the spirit of love and forgiveness our family learns to grow with hope and joy.

Furthermore, our school aims to support our pupils and families to help them to grow in knowledge and understanding, to recognise and value all persons. We aim to provide a loving, caring family environment for children to develop sensitive attitudes and self-esteem to form positive relationships within our school community and beyond.

At The Holy Spirit Catholic Primary School we work in partnership with parents, to provide children and young people with RSHE that is rooted in a Catholic vision of education and the human person. Working together to allow pupils to grow socially, emotionally academically with a growing spiritual maturity.

Aims of RSHE at The Holy Spirit

To enable our children and families to grow in love and understanding of human relationships and we see it as our responsibility to educate them in all matters of personal growth and development.

The Holy Spirit recognise that Christ is at the centre of all personal, social, health, moral and citizen education. Children learn they are willed, loved, and have a purpose. They understand they are created by God and know the importance of relationships in the context of the Catholic faith.

Objectives

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 and their own bodily natures;
- 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;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviors in order to minimise the risk to health and personal integrity.

To Know and Understand

- the Church's teaching on relationships and the nature and meaning of sexual love;
- 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;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Programme of learning at the Holy Spirit

Our RSHE programme "Life to the Full" Plus focuses on three modules:

1. Created and loved by God- 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 a basis for personal relationships
2. Created to love others – Explores the individual 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.
3. Created to live in the community- 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.

Each year group explore all 3 modules at an age appropriate level. "Life to the Full" base their teaching on the following 10 principles:

1. Our bodies are good
2. As we grow in our loving relationships with others we become close to the likeness of God.
3. Catholic RSHE should be about the whole person
4. Catholic RSHE should be taught in partnership with parents
5. Our deepest identity is as a child of God.
6. Story can change hearts and minds.
7. Catholic RSHE is an education in virtue
8. Catholic RSHE is an education in conscience
9. RSHE is about striving for the Common Good

10. Prayer Scripture and the sacraments fuel the teaching.

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 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 behaviors (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Equality 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.

Broad Content of RSHE

Three aspects of RSE - 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 curriculum. Our programme will cover all aspects of RSHE by following Life to The Full – Plus TEN: TEN resources, recognised by the Diocese of Shrewsbury.

Programme/ Resources

Life to The Full -Plus suggests a range of strategies to deliver the Programme and include:

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

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 material to be shared with their children at home and workshops 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 also have access to the materials on the "Life to the Full Plus" Parent Portal.

'Parents continue have the right to withdraw their children from sex education except for those elements which are set out in the National Curriculum in Science. Should parents wish to withdraw their children they need to notify the school by contacting the Headteacher who will then discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child;

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).

Assessing RSE

Assessing RSHE at The Holy Spirit will be in the form of lesson observations, looking at pupils work samples to see how children respond to the teaching of RSHE and pupil voice, Pupils will be encouraged to reflect on their learning. Assessment will also allow children to reflect and discuss their own progress. At The Holy Spirit, it is good practice that all pupils have high expectations of their work. The Holy Spirit follow the assessment model from the Diocese to arrive at the levels and judgements. It is planned that pupils work is moderated in cluster groups within the diocese to ensure clarity of levels.

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. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE. 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 all teaching staff.

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

- 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 PSHE

Headteacher

The Headteacher 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.

RSHE Lead

The co-ordinator 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 RSE and the provision of in-service training (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

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. 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.

All staff are expected to be involved in developing the attitudes and values aspect of “Life to the Full- Plus” They will be role models for pupils and will also contribute to the development of pupils’ personal and social skills to be part of a loving community.

Relationship to other Policies and Curriculum Subjects

The RSHE Policy is to be delivered alongside other relevant PSHE policies these include our Behaviour Policy, Equality and Diversity Policy, Safeguarding Policy, Religious Education Policy and our Collective Worship Policy.

At the Holy Spirit we endeavour to teach RSE across the curriculum in the relevant curriculum areas so that it becomes part of our children’s everyday lives. Children who experience difficulties accessing materials will receive support to enable them to achieve the knowledge, understanding and skills. Teaching methods will be adapted to meet the needs of our pupils.

This Policy is monitored by SMT, it will be evaluated and reviewed in consultation with teaching staff and relevant members of the governing body before being presented to our full governing body meeting in the Autumn term 2023.

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.

(See also Relationships Education, Relationships and Sex Education (RSHE) and Health Education, Managing difficult questions, Page 23 for more detail)

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

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 EVALUATION

The RSHE subject leader 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 biannually 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.

By the end of primary school:

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.