

# Relationship, Health and Sex Education Policy - May 2024

St. Adrian's Catholic Primary School



**‘To Learn, To Love, To Live as a Community of  
God with Christ as our Teacher’**

[www.stadrians.herts.sch.uk](http://www.stadrians.herts.sch.uk)

<b>Approved by:</b>	The Full Governing Body	<b>Date:</b> May 2024
<b>Last reviewed on:</b>	October 2023	
<b>Next review due by:</b>	May 2024	



# St Adrian's Catholic Primary School



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## AIMS AND OBJECTIVES

*'Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities. They should be given a positive and prudent education in matters relating to sex...children and young people have the right to be encouraged to make sound moral judgements with an informed conscience and to put them into practice by personal choice, and to know and love God better.'*  
(Declaration on Christian Education, Second Vatican Council)

## STATEMENT OF VALUES

At St Adrian's Catholic Primary School, we recognise each of our pupils as unique persons, created in the image of God and intended to have life to the full. Relationships and Sex Education (RSE) reflects the Christian values of our Personal, Social, Sex and Citizenship Education programme, and is taught in the context of relationships. RHSE promotes children's self-esteem and emotional wellbeing. It helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community.

The school recognizes that parents are the first educators of their children and shares with the parents the responsibility to provide positive and prudent relationships and sex education. The school aims to keep pupils safe and protect them from exploitation.

## IMPLEMENTATION & REVIEW OF POLICY

This policy is informed by:

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

[https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf)

(2) CES Model Policy for R.S.E.

[file:///sas428.internal/Redirect/Staff.KS2/thackett/Documents/Downloads/A\\_model\\_policy\\_for\\_relationships\\_and\\_sex\\_education\\_2020%20\(3\).pdf](file:///sas428.internal/Redirect/Staff.KS2/thackett/Documents/Downloads/A_model_policy_for_relationships_and_sex_education_2020%20(3).pdf)

(3) CES Checklist for External Speakers to Schools, 2016

<https://www.catholiceducation.org.uk/guidance-for-schools/governance/item/1003587-checklist-for-external-speakers-to-schools>

Implementation of the policy has taken place after consultation with the Governors, staff, pupil and parent body in the Spring term 2024. This policy will be reviewed every 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is January 2026.

## DISSEMINATION



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The policy was given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document are available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum are published on the school's website.

## DEFINING RELATIONSHIP, HEALTH 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". RHSE 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. The focus is 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." This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe and healthy.

## STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RHSE including those which are statutory parts of National Curriculum Science.

As a Catholic School within the Diocese of Westminster, we are also required by the Diocese to follow their guidelines in moving beyond the statutory curriculum and teaching the content set out in this policy. However, the reasons for our inclusion of RHSE 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, health 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 RHSE 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 a 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. RHSE, therefore, will be placed firmly within the context of relationships 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), RHSE 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



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involved to be understood and appreciated.

All RHSE 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 to deal with 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 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 RHSE AND THE MISSION STATEMENT

Our school is a nurturing, warm and caring environment. It is a place where children are encouraged to thrive, grow and develop an excellent attitude towards life-long learning. We work in partnership with parents and carers to live out our school's mission states:

*'To learn, to love to live as a community of God with Christ as our teacher'*

At St Adrian's Catholic Primary School & Nursery we teach and model positive behaviour through our core values and golden rules.

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RHSE 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. It is in this context that we commit ourselves in partnership with parents to provide an education which meets the following objectives:

## 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.



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### **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.

### **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;

## **OUTCOMES**

### **INCLUSION AND DIFFERENTIATED LEARNING**

We will ensure RHSE 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 behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

From Year 4 onwards, the Relationship, Health and Sex Education curriculum will usually be taught within normal class groupings. However, on occasion, some lessons may be taught in separate gender-based groups, if the teacher feels that this may help some children to feel more comfortable and able to ask questions. This will be a decision made as need arises and will always be discussed with the R.H.S.E. coordinator and Head teacher. However, all groups will receive the same curriculum and teaching. 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.



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## EQUALITIES OBLIGATIONS

The governing body has 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. We will actively foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, through PSHE lessons (including RHSE) and as part of our Catholic Christian values, ethos and whole-school approach. All school staff provide positive role models and are aware of issues such as everyday sexism, misogyny, homophobia and gender stereotypes. Through our school values, ethos and curriculum, we will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

## BROAD CONTENT OF RHSE

Three aspects of RHSE - 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, health and sex curriculum as part of our wider PHSE curriculum.

## PROGRAMME RESOURCES AND COVERAGE

At St Adrian's Catholic Primary School, we follow the Diocese-recommended RHSE programme, Life to the Full, produced by the Catholic educational organisation - Ten Ten Resources. The Life to the Full Plus programme is based on the structure of 'A Model Catholic RSE Curriculum' by the Catholic Education Service. This model curriculum was highlighted as a work of good practice by the Department of Education. The 'Life to the Full Plus' version of the program also incorporates areas of the PSHE such as financial advice, careers and transitions at the end of key stages as well as revisiting online safety.

We have confidence that the programme will support the growth and development of all children whilst nurturing Catholic beliefs. The RSE programme, Life to the Full, is a means to further develop, support and enrich the partnership between home, school and the church so that all children are fully supported. Life to the Full Plus incorporates an online parent platform so that parents and carers can find out more about the programme, view resources, engage with the teaching and deepen the experience for their children.

The Life to the Full Plus programme is taught through three key modules in each year group, which are taught during the summer term, although some aspects may be touched upon at other times of the year as and when appropriate. Each module explores the central themes at an appropriate level for each primary phase.

<b>MODULE 1: Created and Loved by God</b> 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.			
<b>EYFS</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>



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<ul style="list-style-type: none"> <li>• Our uniqueness in real terms</li> <li>• Celebrating differences, talents and abilities</li> <li>• Looking after and using our bodies</li> <li>• The necessity of when and how to say sorry</li> <li>• Jesus' forgiveness and growing up as God's plan for us.</li> <li>• Discussion and activities for transition into Year 1</li> </ul>	<ul style="list-style-type: none"> <li>• We are uniquely made by a loving God</li> <li>• We have differences and similarities</li> <li>• Key information about staying physically healthy</li> <li>• Understanding feelings and emotions, including strong feelings such as anger</li> <li>• The cycle of life from birth to old age</li> <li>• Dealing with change all around- building resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding differences</li> <li>• Respecting our bodies</li> <li>• Puberty and changing bodies</li> <li>• Strategies to support emotional wellbeing Including practicing thankfulness</li> <li>• The development of pupils' understanding of life before birth</li> <li>• Big Changes and Little Changes - Life and death</li> </ul>	<p>Appreciation of physical and emotional differences</p> <ul style="list-style-type: none"> <li>• A more complex understanding of physical changes in girls' and boys' bodies</li> <li>• Body image</li> <li>• Strong emotional feelings</li> <li>• The impact of the internet and social media on emotional well-being</li> <li>• How we may be affected by what we see online, including pornography</li> <li>• A more nuanced and scientific understanding of life in the womb and how babies are made</li> <li>• Menstruation</li> <li>• Fertility, conception, fetal development in the womb and childbirth.</li> <li>• Sexual intercourse within the context of marriage being God's plan for the place of sex within a relationship.</li> <li>• Transition to secondary school</li> </ul>
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**MODULE 2: Created to Love Others** 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.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> <li>• Different family/friend relationships</li> <li>• Features of positive/negative behaviour in relationships</li> <li>• The importance of saying sorry and forgiveness within relationships</li> <li>• Practical ways to stay safe inside and out</li> <li>• Staying safe around medicines</li> <li>• People who help us in emergencies</li> <li>• What is the internet? Playing safely online</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Special people’ in their lives who they love and can trust</li> <li>• Coping with various social situations and dilemmas</li> <li>• The importance of saying sorry and forgiveness within relationship</li> <li>• The risks of being online</li> <li>• The difference between good and bad secrets</li> <li>• Teaching on physical boundaries</li> <li>• Real life and online life feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Different family structures</li> <li>• Activities and strategies for developing healthy relationships with family and friends</li> <li>• Techniques for managing thoughts, feelings and actions</li> <li>• Online safety</li> <li>• Teaching on bullying and abuse</li> <li>• The effects of drugs, alcohol and tobacco</li> <li>• The crucial role of First Aid in emergency situations</li> <li>• Rules online to help us</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for more complex experiences of relationships and conflict</li> <li>• How to identify and respond to spoken and unspoken pressure</li> <li>• The concept of consent</li> <li>• Further teaching on how our thoughts and feelings impact on how we act</li> <li>• Risks of sharing and chatting online</li> <li>• A more complex understanding of different forms of abuse, including the rights violation that is Female Genital Mutilation (FGM) to be taught in Year 6</li> <li>• Rights and responsibilities</li> <li>-British Values and Laws to protect our rights and celebrating diversity</li> <li>• Illegal acts - Honour based punishments and forced marriages</li> </ul>





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	<ul style="list-style-type: none"> <li>• The effects of harmful substances</li> <li>• Some basic First Aid</li> </ul>		<ul style="list-style-type: none"> <li>• How drugs, alcohol and tobacco can negatively affect people's lifestyles</li> <li>• Essential First Aid such as DR ABC and the recovery position</li> </ul>
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**Created to Live in 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.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Children will learn that God is three in one: Father, Son and Holy Spirit <ul style="list-style-type: none"> <li>• Know that they are loved and called to love others</li> <li>• Learn about the different communities they are part of and the responsibilities they have to them</li> <li>• Learn about different types of jobs</li> <li>• Money doesn't grow on trees- needs and wants</li> </ul>	Children understand that God is love: Father, Son and Holy Spirit <ul style="list-style-type: none"> <li>• Learn that being made in His image means being called to be loved and to love others</li> <li>• Learn about the various communities they belong to: home, school, parish, the wider community, the nation and the global community</li> <li>• Know that God calls us to live in community with one another</li> <li>• Thinking about what they want to be when they grow up</li> <li>• Money doesn't grow on trees- needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>• Children will develop a deeper understanding that God is love as shown by the Trinity</li> <li>• Understand that the human family reflects the Holy Trinity in mutual charity and generosity</li> <li>• Know that the Church family comprises of home, school and parish</li> <li>• Catholic Social Teaching on what it means to work for the Common Good</li> <li>• Exploring their own gifts, talents and aspirations</li> <li>• Money Matters- Budgeting and saving</li> </ul>	Children will know that God is Trinity – a communion of persons <ul style="list-style-type: none"> <li>• Learn that the Church is the body of Christ</li> <li>• Develop a deeper and richer understanding of Catholic social teaching</li> <li>• Learn how certain charities reach out to the wider community with love</li> <li>• The World of Work - getting a job</li> <li>• Challenging stereotypes in the workplace</li> <li>• Learning pathways and careers / unemployment</li> </ul>



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Teaching strategies may include:

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

Children's learning will be assessed by the teacher through their responses, both verbal and recorded, and through ongoing assessment for learning. Children's behavior and attitudes within the wider context will also enable teachers to assess children's understanding of the R.H.S.E. curriculum, and to provide further support and teaching if necessary.

### 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 to help parents/carers to find out more and will be available to answer parents' and carers' questions and queries.

Parents/carers will be informed by letter when the more sensitive aspects of RHSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RHSE 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 RHSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHSE programme to meet their child's needs.

Parents do not have the right to withdraw their children from Relationships and Health Education lessons. However, parents continue to have **the right to withdraw** their children from Sex Education lessons except in those elements which are required by the Science National Curriculum. Should parents wish to withdraw their children they are asked to notify the school by contacting the head teacher and listing the specific sessions from which they wish to withdraw their children. The school will provide material for parents to help the children with their learning using materials available on the online portal. These will allow parents



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the opportunity to introduce these matters with their children at a time of their own choosing.

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).

[https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships\\_Education\\_RS\\_E\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RS_E_and_Health_Education.pdf)

The right to withdraw will only apply to specific lessons in our Year 6 curriculum as all other sessions cover statutory material required by the Science Curriculum, or are part of our R.E. and P.S.H.E. curriculum.

## **Year 6**

· Module 1: Unit 3 Session 4: Seeing Stuff Online

[https://www.tentenresources.co.uk/parent-portal/life-to-the-full-primary/m-1/uks2-m1/u-3/lttf-p\\_pp\\_uks\\_2\\_1-3\\_emotional-well-being/](https://www.tentenresources.co.uk/parent-portal/life-to-the-full-primary/m-1/uks2-m1/u-3/lttf-p_pp_uks_2_1-3_emotional-well-being/)

· Module 1: Unit 4 Session 2: Making Babies (Part 2)

[https://www.tentenresources.co.uk/parent-portal/life-to-the-full-primary/m-1/uks2-m1/u-4/lttf-p\\_pp\\_uks\\_2\\_1-4\\_life-cycles/](https://www.tentenresources.co.uk/parent-portal/life-to-the-full-primary/m-1/uks2-m1/u-4/lttf-p_pp_uks_2_1-4_life-cycles/)

· Module 2: Unit 4 Session 1: Types of Abuse- FGM (Female Genital Mutilation)

[https://www.tentenresources.co.uk/parent-portal/life-to-the-full-primary/m-2/uks2-m2/u-4/lttf-p\\_pp\\_uks\\_2\\_2-4\\_keeping-safe/](https://www.tentenresources.co.uk/parent-portal/life-to-the-full-primary/m-2/uks2-m2/u-4/lttf-p_pp_uks_2_2-4_keeping-safe/)

## **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 RHSE 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 RHSE. 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 COORDINATING AND TEACHING THE PROGRAMME**

Responsibility for the specific relationships and health education programme lies with the Religious Education, RHSE, PHSE and Science co-ordinators together with the head teacher.

However, all staff will be involved in developing the attitudes and values aspect of the RSE 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 skill.



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## **External Visitors**

Our school will sometimes call upon help and guidance from outside agencies and health specialists, for example, the N.S.P.C.C. or school nurse, to deliver aspects of RHSE. 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 'Protocol for Visitors to Catholic Schools'<sup>3</sup>.

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 RHSE**

### **Governors**

- Draw up the RHSE 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 rights 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 RHSE within PSHE.

### **Head teacher**

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 / RHSE 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 RSE and the provision of in-service training.

### **All Staff**

RHSE 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 RHSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RHSE. 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.



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## RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RHSE 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 (Anti-Bullying policy and Safeguarding Policy)

## CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RHSE 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 RHSE. These may be a 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 RHSE 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. In these cases, questions should be considered individually as they arise. If a question causes concern or requires an answer beyond the stated Relationships, Health and Sex Education curriculum, teachers must say that they will take some time to consider how best to answer this question and then immediately seek advice from the Religious Education lead, RHSE lead, DSL and/or Head Teacher. After consultation and acting upon the advice given, the teacher may then suggest that the child speaks to a trusted adult at home or they may explain that this is a question which will be covered in secondary school, or they may discuss the question with the child following advice from the DSL.

## SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RHSE takes place. Effective RHSE 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 RHSE 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



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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 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 RHSE Co-ordinator 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 annually 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.

## KEY CURRICULUM DECISIONS ABOUT THE SEQUENCE AND PROGRESSION OF LEARNING.

The following Key Decisions highlight the sensitive topics that we have considered as a school before implementing the programme. The teaching in some of these topics is statutory as it forms part of the Science curriculum. However, the School makes the decision as to when to teach these topics. After consultation with staff and Governors, the following Key Decisions have been made.

Parents should note that if issues have arisen within a particular cohort which require curriculum content to be taught earlier than stated in this policy, additional sessions may be taught after discussion with the Head teacher, Religious Education faculty, Governors and parents. This will usually only happen in exceptional circumstances.

1) **Naming and discussing external body parts (genitalia)** (Key Stage 1, Module 1, Unit 2, Session 2 optional section). This section will be taught at the end of Key Stage 1. The correct names for genitalia will be revisited again in the Summer Term of Year 4 as part of the initial teaching on puberty. However, any younger children who already use the correct names for body parts should be reassured that these are the correct names for those body parts. Parents cannot withdraw their children from this session in year 4 as it covers the statutory Science curriculum.

2) **Teaching about Puberty and Changing Bodies** (Lower Key Stage 2 Module 1). This will not be taught until the Summer Term of Year 4. However, it is important that this initial teaching is not delayed further as some children in Year 4 will experience the onset of puberty. Parents cannot withdraw their children from this session in year 4 as it covers the statutory Science curriculum.

3) **Teaching about how children may be affected by what they see online, including pornography** (Upper Key Stage 2 Module 1, Unit 3, Session 4) This is a lesson on internet safety and therefore could be said to fall under the statutory Health Education Primary curriculum. However, aspects of this session may be



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considered to fall under the non-statutory Sex Education curriculum. Parents can choose to withdraw their children from this Year 6 session. However, parents should be mindful of the fact that in 2023, research by the Children's Commissioner for England found that a quarter of pupils in Year 6 have already been exposed to online pornography.

**4) Discussion and teaching about sexual intercourse** (Upper Key Stage 2 Module 1 Unit 4 Session 2 - Making Babies). This session contains teaching about sexual intercourse which is not part of the statutory primary curriculum. It will be taught as part of the Year 6 curriculum. Parents can choose to withdraw their children from this Year 6 session. However, the session has been carefully planned with great sensitivity by TenTen and we believe that it provides powerful teaching in an age-appropriate way on love, intimacy and marriage. The session also provides a natural progression of the conversation around the scientific understanding of how babies are made (sperm and egg).

**5) Female Genital Mutilation (FGM)** (Module 2: Unit 4 Session 1: Types of Abuse) The duty to teach about FGM is not statutory for primary schools. However, the National FGM Centre advises that girls are at most risk at primary school age, and therefore recommends that primary schools teach about FGM. The optional teaching on FGM at KS1 and LKS2 as part of Unit 4: Keeping Safe which is part of Module 2: Created to Love Others will be omitted. However, in line with our other Key Decisions, this subject will be taught to our pupils in Year 6. Parents can choose to withdraw their children from this Year 6 session.

**6) Discussing Protected Characteristics.** (Module 2 Unit 2, Session 4 - 'Build Others Up') The statutory guidance affirms that schools must not unlawfully discriminate against pupils (or, indeed, staff and parents) because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. This provision is protected by law in the Equality Act 2010. The statutory guidance calls on schools to take positive action to deal with disadvantages affecting a pupil or pupils because of a protected characteristic. The guidance says that specific consideration should be given to the subject matter being taught to directly address the issue through the curriculum (DfE, Section 29). The emphasis is on schools to be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes, taking positive action to build a culture where these are not tolerated.

This lesson introduces children through a film called 'Imagine a world' to the terms fairness, bullying, prejudice, and discrimination, protected characteristics of age, disability, marriage and civil partnership, pregnancy and maternity, race, and religion or belief. The protected characteristics of sex, sexual orientation and gender reassignment are not named within the lesson. Later in the session, children are presented with a number of scenarios to discuss and sort, including examples of gender stereotypes and homophobic bullying. This session will be taught to our pupils in Year 6 and we believe that it is a vital part of preparation for their transition to secondary school. Parents cannot choose to withdraw their children from this Year 6 session.

**In the summer term, teachers will notify parents when they will be teaching key decisions 3,4 and 5 in Year 6 . Parents should then notify the teachers if they wish to withdraw their child from these sessions. If parents do not notify the school, they will continue to take part in the lessons as planned.**



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### **Legal Requirements of Relationships, Health and Sex Education which overlap with the compulsory National Curriculum Science Programme of Study:**

At Key Stage 1, pupils are taught:

- That animals including humans move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the body of humans.
- That humans can produce babies and that these grow into adults.
- To recognise similarities and differences between themselves and others, and treat others with sensitivity.

At Key Stage 2, pupils are taught:

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle