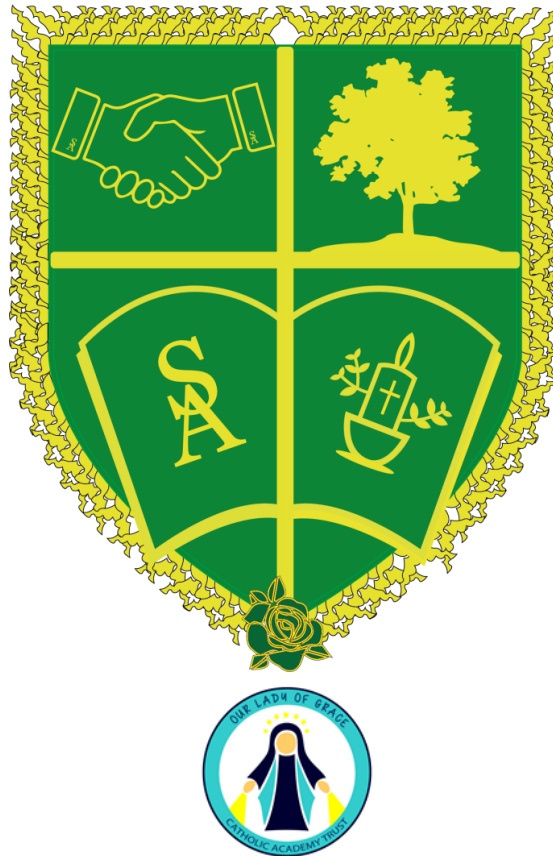


St Antony's Catholic Primary School



Our Lady of Grace Academy Trust **Relationship, Sex and Health Education** **Policy**

Learning Together In God's Love

Agreed by staff: September 2023

Agreed by Governors September 2023

Review date: September 2024

St. Antony's Catholic Primary School

RSHE POLICY



Our Mission Statement:

At St. Antony's Catholic Primary School we celebrate our special talents as children of God:

- We try to be like Jesus and always keep him in our hearts.
- We work together in our homes, school and parish to share our gifts and learn together.
- We understand that we are all different and we endeavour to respect each other.
- We look after our world so that we may share it together in peace.

By doing all these we demonstrate that we are all

Learning Together In God's Love

Our Overarching Aims:

1. *To inspire children to grow spiritually and morally through developing their knowledge and understanding of their Catholic Faith and Catholic Teaching surrounding human sexuality, the sanctity of life, the importance of developing healthy relationship across every stage of our human growth and development from the day of their birth to the day they make the transition to everlasting life.*
2. *To raise standards and aspirations through providing creative, inspirational and memorable learning opportunities and experiences through our teaching in RE, SMSC and PSCE which are inextricably linked to our teaching in RSHE.*
3. *To inspire and enable children to grow in self- confidence and self-worth in the knowledge that they are "Fearfully and Wonderfully Made" (Psalm 139:14)- while developing an understanding of the world they live in as they actively assume their roles and responsibilities over time to make it a better place for all.*

Consultation

St Antony's is a Catholic Primary School which is part of The Our Lady of Grace Catholic Academy Trust within the Diocese of Brentwood and serving the Parish of St Antony of Padua in Forest Gate.

Consultations held on reviewing and compiling this policy was conducted with the following stakeholders:

- Staff and Governors Review and Rationale Inset Day Autumn 2020
- Review of RSHE content with staff via training/CPD
- Pupil focus groups/ school council.
- Online consultation with parents/ carers
- Following guidance from Brentwood Diocese.

Philosophy

St Antony's views Relationships, Sex and Health Education (RSHE) as a central tenet of our children's education as its content and coverage is directly linked to our RE/SMSC Curriculum which is deemed the most core subject of all the subject areas taught across the school. RSHE which is underpinned by RE is grounded in our Christian faith beliefs about God and the importance of our relationship with Him and all our wider human relationships. Our faith encompasses the belief in the sanctity of human life and the unique dignity of the human person whom we believe is made in the image and likeness of God. This belief permeates and underpins the school's approach to the education of all the children (staff and parents) in our school.

Our approach to RSHE is therefore a holistic one which takes into consideration the total child-body, mind and spirit and is rooted in the Catholic Church's teachings of the sacredness of every human life. It is presented in a positive framework of Christian ideals and Gospel values -this is in line with the guidance of the Bishops' Conference of England and Wales as well as the principles advocated by the DfE. RSHE will therefore be firmly embedded in the RE/SMSC/PSHCE frameworks as it is focused on nurturing human wholeness and is integral to the physical, spiritual, emotional, sexual, moral, social and intellectual development of all our pupils.

This RSHE policy is centred on Christ's vision and valuing of all human life, human relationships and experiences as being part of God's divine plan. Christ became incarnate and 'dwelt among us' as a human person which is **Good News** or **The Gospel**. Throughout his mission here on earth Christ highlighted the importance of relationships from the **familial** -with His Mother Mary and foster father Joseph, to the **fraternal** with his disciples (men and women who shared a close bond with him), the **social** such as at the wedding at Cana and the **spiritual** between himself and his Heavenly Father at his Baptism and On the Cross of Calvary. Through our RSHE curriculum which will be delivered via our revised '**Journey In Love**' curriculum exploring the importance of forming positive human relationships as they develop physically, emotionally, sexually and spiritually over time. All RSHE will be taught 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 personal family life respected no matter what form it may have.

The RSHE curriculum will also prepare pupils for life in modern, multi-cultural and diverse Britain. The Sex Education aspect will largely be developed through purposeful cross-curricular links within Science, RE, PSHCE & Computing but essentially, Education in Sex and Personal Relationships is concerned with the development of positive relationships with ourselves, people close to us and those in the world around us; with God central to every facet of our lives. Sex education will be taught in accordance with the Church's moral teaching. Catholic Values and Virtues will be enshrined in the delivery of the principles and concepts taught relating to the importance of forming healthy and stable relationships in marriage and family life. It will also promote those virtues which are essential in responding to the God's call to love others cognisant of the dignity and sanctity of the human body linked to the scripture ***"know that your body is a temple of the Holy Spirit within you"*** (1 Corinthians 6:19-20). The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion. Although there will be a clear focus on promoting Catholic values and virtues in accordance with Church teaching, the approach taken in the teaching of the RSHE curriculum will ensure that pupils are offered a balanced programme by providing a range of viewpoints on issues and the opportunity to have open discussions on all matters.

Education

The Department for Education's 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"**.

The school's approach will promote the development of the pupil's knowledge and understanding of themselves as social, emotional, spiritual and sexual beings as they explore what it means to be fully human and called to live in relationships involving the self and others and being enabled to make moral decisions in good conscience while in relationships in line with the maxim ***"Do unto others as you would have them do to you"*** (Luke 6:31).

The Department of Catholic Education and Formation's document on **'Learning to Love'** states that the content of RSHE 'must reflect the teaching of the Church' with the key theme centralising on human dignity, also stating that 'Human dignity originates from God – every person has inherent dignity because each is ***'made in God's own image and likeness'*** (Genesis 1:27).

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 as well as with adults."** Children should be taught the language of love which is not limited to sexual expression, therefore learning would encompass the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

Statutory Curriculum Requirements

The school is legally required to teach those aspects of RSHE which are statutory parts of the National Science Curriculum.

Aims

- To appreciate that the whole of creation inclusive of human beings is a sign of God's love.
- To develop a greater understanding of the nature of relationships with families, friends and the wider community which exist in our multi-racial, multi-cultural and multi-faith society.
- To develop a greater understanding of the responsibilities of the individual in terms of fostering and nurturing relationships

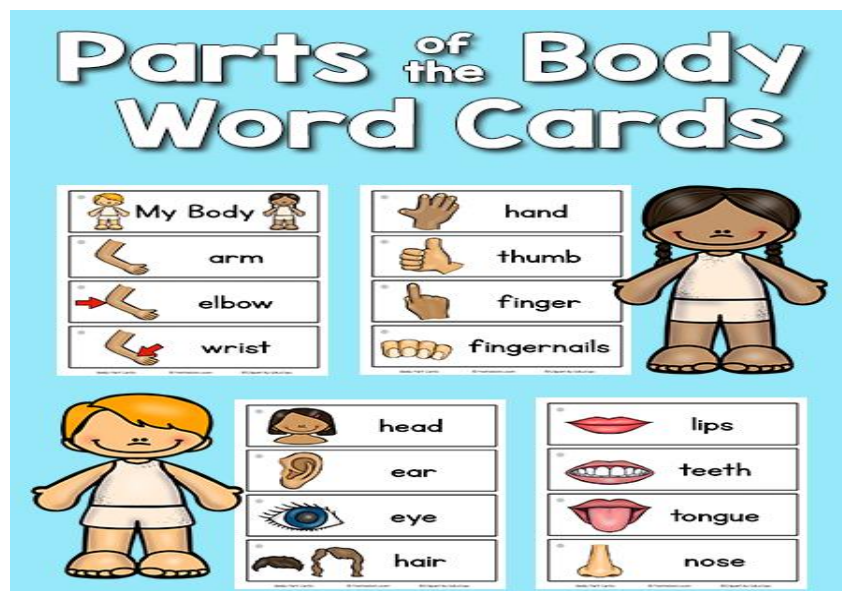
To promote good health and understanding of physical development, respecting and reverencing the wonder of the human body.

- To promote the development of pupil's self-esteem and well-being.
- To support the personal, moral, sexual and social development of all pupils.

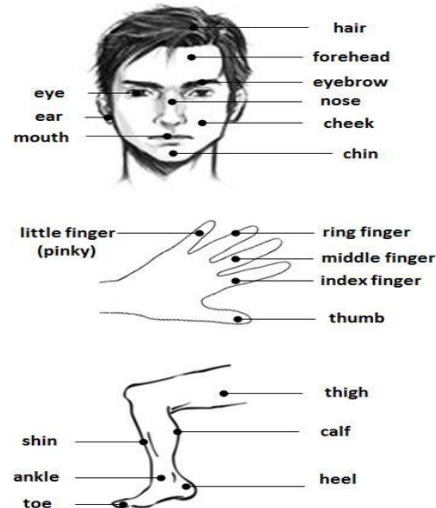
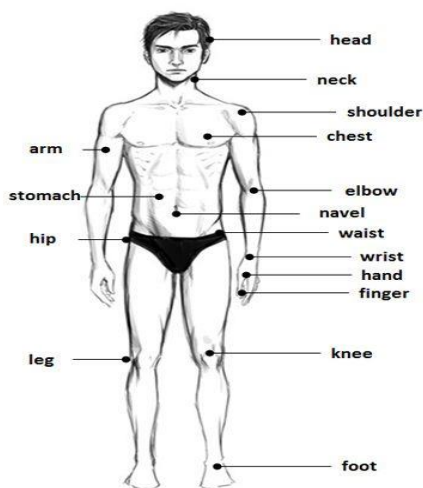
Objectives To Be Covered Across Phase Groups

By the end of the **Foundation Stage the majority of pupils should be able to:**

- To recognise and verbalise the way that they are feeling
- To talk about their own family and home life
- To be able to manage their own personal hygiene needs (toileting, hand washing etc.)
- To be able to identify whether they are male or female (recognise gender)
- To be able to name the major parts of the body (using the correct scientific names)



Parts of the body will be taught from EYFS to Year 6 using age appropriate labels as pupils develop year on year



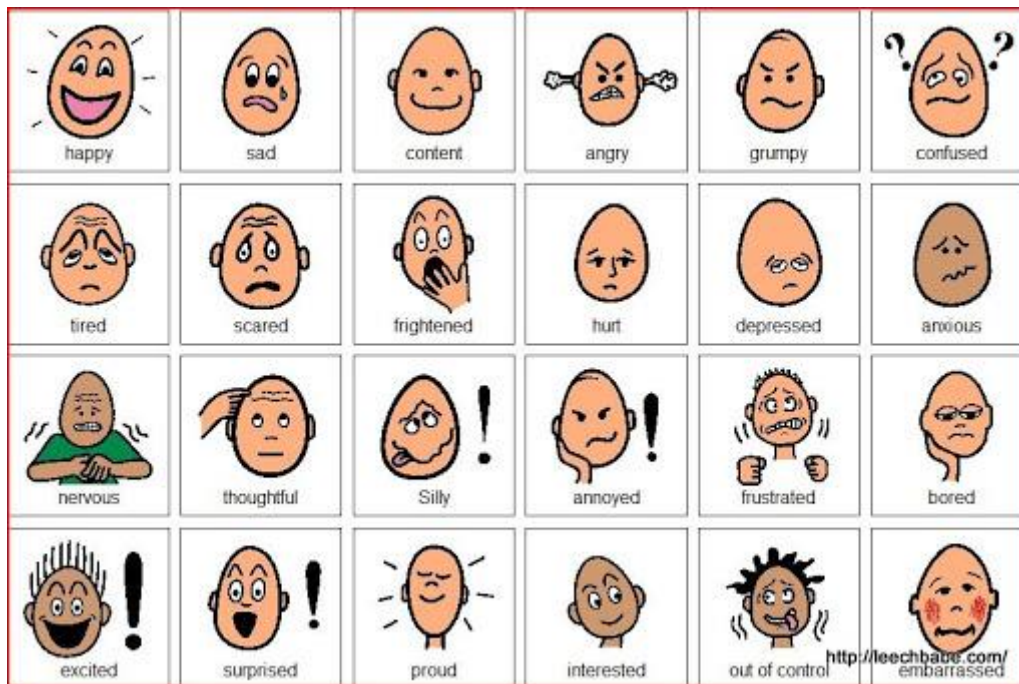
By the end of Key Stage 1 the majority of pupils should be able:

- To understand the importance of valuing themselves and others.
- To recognise the members of the family and recognise the roles of individuals in families.
- To understand what growth is and that it happens over time.
- To recognise that babies have special needs (to be fed, cleaned, clothed and kept safe).
- To appreciate relationships, friends, family, caring, working together, sharing and playing together.
- To know about rituals that mark life, and especially, birth, marriage and death (baptism, birthdays, marriage, anniversaries and funerals).
- To recognise the range of emotions and how we experience and manage them.
- To know about being safe.
- To have an awareness of personal health and safety and personal hygiene

**Children Will Be Taught That Families May Not All Look the Same
But the Important Thing Is That families Should Love and Care for Each Other**



They Will Be Taught That We Experience Many Different Emotions As children And Adults Daily



Our challenge is to learn to regulate and manage them.

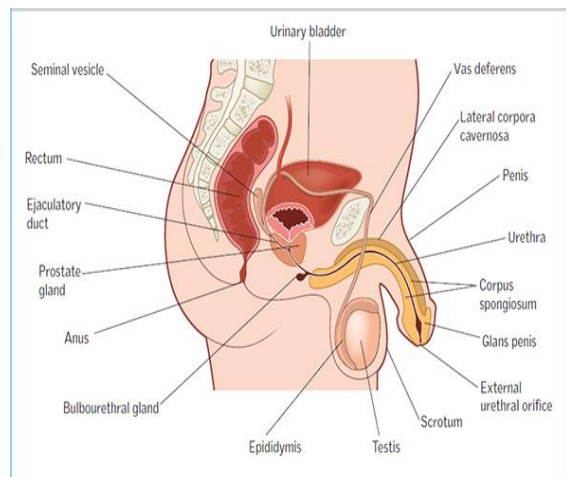
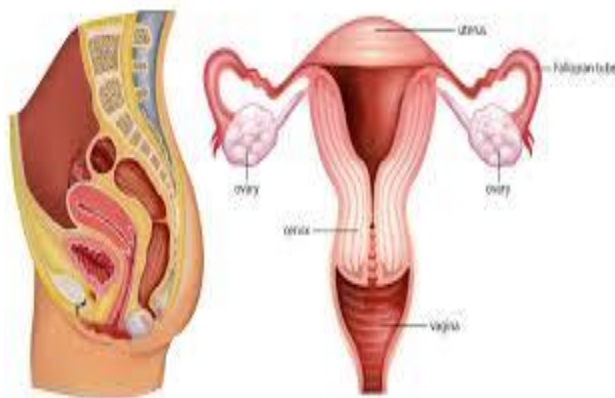
By the end of Key Stage 2 the majority of pupils should be able:

- To appreciate that life is a precious gift from God to be cherished and used in God's service.
- To value themselves as a child of God, know their body as God's gift to them-to care for.
- To understand that they grow and change throughout their life and to value their own identity.
- To understand what is meant by relationships within families, among friends and in communities.
As well as within a committed, responsible adult partnerships/marriage
- To appreciate what is involved in bringing up children and the responsibilities of parenting
- To become aware of the different types of friendships: healthy/positive & unhealthy/destructive.
- To know the rituals celebrated in Church marking birth, marriage and death.
- To be aware of their emotions and the need to respect the emotions and feelings of others
- To begin to know about and understand the changes that come about through puberty.
- To know and understand their own bodies and their need for personal hygiene.
- To know the correct scientific names for all the major parts of the body, its organs and systems.
- To know the basic biology of human reproduction, respiratory and circulation systems.
- To become aware of the choices they make -that there are good choices and wrong choices.
- To recognise the importance of love, understanding and forgiveness in all relationships

Children In The Upper School Will Explore How They Grow and Change During Puberty In Their RSHE/Science Lessons



Female Reproductive System



Equal Opportunities

Our Relationships, Sex and Health Education Policy reflects St Antony's commitment to the principle of equal opportunities. This ensures that the entitlement of all pupils is taken into consideration regardless of race, gender or disability. All are equally supported with the development of their self-esteem and self-identity and enables pupils' confident participation in the curriculum. We make our best endeavours to ensure that the subject is taught so that the equal but different nature of males and females is not compromised.

In teaching Relationships, Sex and Health Education we will ensure that the needs of all pupils are as much as is practicable, appropriately met, and that all pupils understand the importance of equality and respect. We will ensure that we comply with the Equality Act of 2010, under which sexual orientation and gender reassignment are amongst protected characteristics. Teaching will enable pupils to develop an understanding of how the law applies to different relationships.

Pope Francis challenges us as Catholics teaching in faith schools to find a new and more inclusive language when exploring the topic of sexuality with children as they are young and impressionable. He has advised that we always approach the topic of sexuality from the stand point that "we serve a loving God who loves all people equally." This is a challenge that we take up readily, although we are very cognisant of the fact that some of the values and principles that are central to our belief and faith run counter-culture to the sentiments, beliefs and practices that currently obtains in some quarters of the wider society. We strive to protect our children from becoming too over sexualised at too young and vulnerable an age in a society that more commonly and widely promotes a far

more sexualised and secularised culture via the bombardment from the various media. At St Antony's we respect and value all families no matter what their construct and reality regarding children's home lives and life choices which may obtain in the wide range of households within our wider school community. We strive to present an open and honest discussion around the realities that our children face without limiting them to any one prevailing opinion on the topic.

Differentiation

At St Antony's a differentiated programme of work is offered to the pupils as a standard through teachers' planning, activities, resources, outcomes and adult support where appropriate- always mindful of pupil's individual needs and personal circumstances. Lessons aim to help pupils to realise the nature and consequences of unfair discrimination and such actions as teasing, bullying, and aggressive behaviours (including cyber-bullying) or the use of prejudice-based language towards anyone whom they may deem to be 'different.' Children who are subjected to discriminatory treatment in any way because of any perceived or apparent difference on the part of the perpetrator are encouraged to report the matter to their class teachers or any member of senior staff as and when these incidences occur.

Coverage and Delivery

The RE/SMSC and Senior Leadership Team have the responsibility, along with the Head Teacher, to ensure that the planned RSHE programme is delivered effectively via the reviewed **Journey in Love Scheme of Work**. The Curriculum Lead will direct staff as to the topics to be taught at specified times each academic year

All class teachers will be responsible for delivering their section of the programme to their class via their planning, differentiating, resourcing and support systems organised in each class.

Upon consultation with teachers, if specific training or additional support is required, it will be provided through the school's INSET/CPD programme.

Classes will remain mixed (boys and girls) for all elements of the Relationships, sex and Health Education Programme, excepting in Years 5 and 6, where if appropriate, separate gender provision may be made available with the aid of the School Nurse, The Science Lead or Senior Staff specifically skilled and knowledgeable in this area who may be called on to team teach or conduct model sessions in any class across the school as and when needed.

Preventing Bias

The school will put systems in place to guard against the personal beliefs, life style choices and attitudes of teachers, pupils or parents being allowed to influence the narrative and content conveyed in lessons. The Scheme of Work (***Journey In Love-revised***) will be shared with all staff delivering the curriculum and the Curriculum Lead will monitor and manage the content and concepts shared in class. All teaching will be influenced by Catholic Social Teaching, Morals and Values captured in our RSHE programme at St Antony's.

Working In Collaboration With Parents

We recognise that parents, carers and legal guardians (and other carers and responsible adults who stand in their place from time to time) 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 in terms of Religious Education and RSHE. Therefore, the school will support parents and carers by providing material to be shared with their children at home via our newsletters, postings of relevant content, policies and material on the website as well as via the hosting of Parent workshops to help parents/carers to find out more about the content being taught and the facts

being shared. 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 ask and answer questions about their children's learning.

Parents continue to have the right to withdraw their children from RSHE except in those elements which are statutory and required by the National Curriculum linked to RE and science. Should parents wish to withdraw their children they are asked to notify the school by contacting the Head Teacher via info@st-antonys-jun.newham.sch.uk stating their reason for withdrawal and when specifically. 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 delivered. However, parents must be aware that RSHE/Sex Education takes place at home via parents, older siblings, friends and family and the media as well as among pupils themselves in the school playground, on TV and in the printed media, so withdrawing a child from these lessons may result in the child becoming more confused from being exposed to misinformation or facts out of context-which would not happen in the classroom.

Confidentiality

It is the school's intention to allow children (who have the right by law) to ask questions in confidence on any topic being explored. Teachers are not obliged to share with parents any questions asked in class by their child, unless they feel that the parent is the best person to deal with the issues raised or matters disclosed. If a safeguarding matter is disclosed in classes such as these it will be dealt with in line with the school's Safeguarding Policy.

Our intention is to make the child feel safe and secure in the school environment so that they can ask questions to gain a fuller understanding of the changes that they are experiencing and the content being covered in class.

External Visitors/Experts Such As The School Nurse

If we call upon external professionals 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. All such visitors must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques just as other teachers would. They will be guided by staff to ensure that all teaching/matters discussed is rooted in Catholic principles and practice.

Child Sexual Abuse Procedures

Children will be made aware that disclosures that fall within the realm of a child protection will be pursued in line with school policies and procedures. Child sexual abuse will be identified in the school's Child Protection procedures and staff will be made fully aware of these so that correct action may be taken as and when needed in line with school protocols.

Role of Governors

The Governors' role in terms of the delivery of the school's RSHE programme is to review and consult with the relevant staff/team (RE and Curriculum Leads) on the RSHE policy along with relevant parents and teachers as and when appropriate (eg. consultation could be had at a PTFA meeting as an agenda item). Governors also have an obligation to ensure that the policy is available to parents and all relevant stakeholders. Governors are to ensure that the policy is in accordance

with other whole school policies e.g. The SEND or Safeguarding Policies to ensure that the ethos of the school and its Christian beliefs are not compromised. They are to establish a relevant link Governor (for RE/SMSC) to share in the monitoring and evaluation of the programme being delivered including the resources and references being used to ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within SMSC and PSHCE contexts.

Monitoring and Evaluation

The effectiveness of the school's approach to and delivery of Relationships and Sex Education will be reviewed biannually in consultation with children, parents staff and governors. This includes observations and feedback from the staff, parents, and the children.

All staff will be involved in developing the attitudes and values aspect of the RSHE programme as these directly link with the schools core Morals, Values, Mission Statement and Ethos. They will be role models for pupils in terms of how to establish good, healthy, wholesome relationships between staff, other adults and the pupils themselves. They will also be contributing to the development of pupils' personal and social skills.

Programme Resources

The RSHE Education programme will be incorporated seamlessly within the RE/SMSC/ PSHCE scheme of work (Journey In Love). The RSHE curriculum map will be outlined and shared with staff alongside the RE/SMSC/PSHCE Scheme of work (Come and See) teachers will use the relevant 'Journey in Love' lesson plans shared-which they will adjust and differentiate as needed to meet the needs of their individual classes.

Links with other policies

RSHE will be taught in collaboration with RE SMSC PSHCE Policy, Science Policy, Confidentiality Policy Equalities Policies, Online Safety, the Prevent Duty Risk Assessment, Safeguarding, Early Help and Child Protection Policies.