

# Holy Souls Catholic Primary School



## Relationships, Health Education Policy

Date Policy agreed:	6/10/22
Governors Responsible:	LOCAL GB
Status and Review Cycle:	Bi-Annually
Next review date:	October 2024

# Holy Souls Catholic Primary School Mission



Holy Souls School welcomes you.

Holy Souls School is a place where we pray together.

Holy Souls School is a place where we care.

Holy Souls School is a place of learning.

Holy Souls School is a place where everyone is important.

## *Holy Souls School welcomes you*

*The School in the Community: The school aims to create a Christian community where the Gospel values are seen to be at work and where interaction is encouraged between home, school, the Parish and wider community.*

### *Holy Souls School is a place where we pray together*

*Living the Faith: The school is a place where the beliefs and values of the Roman Catholic Faith are taught, learned and lived.*

*Through prayer, worship and liturgy we aim to offer experiences which enrich the Spiritual development of each individual.*

### *Holy Souls is a place where we care*

*Communication and Relationships: The school is committed to creating a community, which fosters Christian relationships based upon truth, holiness, justice, love, forgiveness, healing and peace.*

### *Holy Souls is a place of Learning*

*The Curriculum: The school aims to ensure that the curriculum provides a Christian, Catholic context in which children can grow in understanding and the acquisition of skills, attitudes and values.*

*Thereby raising standards and giving the children the opportunity to reach their full potential.*

### *Holy Souls School is a place where everyone is important*

*Individual support and development: The school endeavours to respect the needs of individual children, teachers and every member of the school community, through the example of Jesus Christ. The Governors wish to emphasise the school aims and objectives expressed through the Mission Statement form the foundation and direction of every aspect of school life.*



## Rationale

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

(Jn.10.10)

We are involved in Relationship, Sex and Education (RSE) 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 RSE 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. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE/RSHE 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 Relationship, Sex and Health Education RSHE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.



## Aim

Holy Souls' Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today's world.

Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex Education (RSE) using the Archdiocesan recommended resource 'Life to the Full'. We believe that we can promote the development of the whole child, so that children can grow in virtue, wisdom and stature, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

The aspects of the Statutory curriculum intent will be met through the use of the Ten Ten programme 'Life to the Full' and through the Science curriculum.

## The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at Holy Souls' are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## Statutory Requirements

At Holy Souls', we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A.

The statutory guidance from the Department for Education Equality Act 2010.

## Policy Development

Key Decisions:	Date:	Completed:
Governors were asked to make key decisions about the RHSE Curriculum.	29/6/2020	YES
All computers needed a license on their computer (Locklizard) AND JW player.	Spring term 2021	YES
Staff needed to have 3 sessions of training. Each session was 45 minutes each.	Summer 2021	YES
Each year group needed to go through their jigsaw topics and remove anything that was already covered in RSE. Anything else relating to RSE needed to be removed too. SLT to support with this task.	By 1/3/21	YES
Parent feedback was shared with the Governors. The RHSE lead met face to face with parents who had complaints or concerns about the RHSE curriculum being implemented.	(Spring 2) 2021 RHSE Lead met with parents when we returned from lockdown 2021  Parental Meetings took place before the curriculum began in Summer 2021	YES
Our Headteacher signed off key decisions.	July 2021	YES
RHSE Lead /Teachers decided which parts of the RHSE to start with in the Summer Term.	Summer 2021	YES
Policy complete and ratified	May 2022	YES
Right to withdraw actioned.	Summer 2021	YES

We will be using the Ten Ten programme 'Life to the Full', a fully resourced scheme of work with age-appropriate topics.

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

## **Delivery of Relationship, Sex and Health Education (RSHE)**

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

## **Equal Opportunities**

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

## **Roles and Responsibility**

### **The Governing Body**

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

### **The Headteacher**

**The headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6\* (see right of withdrawal)**

## Staff

**Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.**

Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

### **Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the physical aspect within Life to the Full the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RHSE.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

### **Monitoring arrangements**

The delivery of RSHE is monitored by our RHSE Lead by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal informal assessment systems. This policy will be agreed annually by the governors and reviewed every three years.

### **Resources**

Ten Ten 'Life to the Full'

The PSHE Association [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

### **Early Years Foundation Stage**

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

### **Key Stage One**

Life to the Full

### **Key Stage Two**

Life to the Full

**CEOP – National Crime Agency Command**

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)



# Appendix 1

## Primary Relationships Education Statutory Learning Opportunities

### Families and people who care for me

That families are important for children growing up because they can give love, security and stability	KS1 LKS2 UKS2
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	KS1 LKS2 UKS2
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	KS1 LKS2 UKS2
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	KS1 LKS2 UKS2
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	UKS2
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	KS1 LKS2 UKS2

### Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	KS1 LKS2 UKS2
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	KS1 LKS2 UKS2
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	LKS2 UKS2
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	KS1 LKS2 UKS2
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	KS1 LKS2 UKS2

### Respectful Relationships

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	KS1 LKS2 UKS2
Practical steps they can take in a range of different contexts to improve or support respectful relationships	KS1 LKS2 UKS2
The conventions of courtesy and manners	KS1 LKS2 UKS2
The importance of self-respect and how this links to their own happiness	KS1 LKS2 UKS2
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	KS1 LKS2 UKS2
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	KS1 LKS2 UKS2
What a stereotype is, and how stereotypes can be unfair, negative or destructive	LKS2 UKS2
The importance of permission-seeking and giving in relationships with friends, peers and adults	KS1 UKS2

# Online Relationships

That people sometimes behave differently online, including by pretending to be someone they are not	LKS2 UKS2
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	LKS2 UKS2
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	KS1 LKS2 UKS2
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	LKS2 UKS2
How information and data is shared and used online	LKS2 UKS2

# Being Safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	KS1 LKS2 UKS2
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	KS1 LKS2 UKS2
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	KS1 LKS2 UKS2
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	KS1 LKS2 UKS2
How to recognise and report feelings of being unsafe or feeling bad about any adult	KS1 LKS2 UKS2
How to ask for advice or help for themselves or others, and to keep trying until they are heard	LKS2 UKS2
How to report concerns or abuse, and the vocabulary and confidence needed to do so	KS1 LKS2 UKS2
Where to get advice from e.g. family, school and/or other sources	LKS2 UKS2

# Mental Wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health	LKS2 UKS2
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	KS1 LKS2 UKS2
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	KS1 LKS2 UKS2
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	KS1 LKS2 UKS2
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	LKS2 UKS2
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	LKS2 UKS2
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	KS1 LKS2 UKS2
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	LKS2 UKS2
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	LKS2 UKS2

## Internet Safety and Harms

That for most people the internet is an integral part of life and has many benefits	KS1 LKS2 UKS2
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	LKS2 UKS2
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	KS1 LKS2 UKS2
Why social media, some computer games and online gaming, for example, are age restricted	UKS2
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	KS1 LKS2 UKS2
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	LKS2 UKS2
Where and how to report concerns and get support with issues online	KS1 LKS2 UKS2

## Physical Health and Fitness

The characteristics and mental and physical benefits of an active lifestyle	KS1 LKS2 UKS2
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	LKS2 UKS2
The risks associated with an inactive lifestyle (including obesity)	LKS2 UKS2
How and when to seek support including which adults to speak to in school if they are worried about their health	LKS2 UKS2

## Healthy Eating

What constitutes a healthy diet (including understanding calories and other nutritional content)	
The principles of planning and preparing a range of healthy meals	KS1 LKS2 UKS2
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	KS1 LKS2 UKS2

## Drugs, Alcohol and Tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	UKS2
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## Health and Prevention

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	UKS2
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	KS1 LKS2 UKS2
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	KS1 LKS2 UKS2
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	KS1 LKS2 UKS2
About personal hygiene and germs including bacteria, viruses, how They are spread and treated, and the importance of handwashing	KS1 LKS2 UKS2
The facts and science relating to allergies, immunisation and vaccination	UKS2

## Basic First Aid

How to make a clear and efficient call to emergency services if necessary	LKS2 UKS2
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	LKS2 UKS2

## Changing Adolescent Body

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	UKS2
About menstrual wellbeing including the key facts about the menstrual cycle	KS2 UKS2

## Appendix 2

### Statutory Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

#### In Key Stage 1 children learn:

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

#### In Key Stage 2 children learn:

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