

# St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



## *Mission Statement*

*Loving and learning together, with Jesus*

# Relationships, Sex and Health Education Policy

Policy Ref No	CUR015
Date of Policy	June 2025
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## **St Peter's Intent statement**

At St. Peter's we provide a rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, life-long learners.

## **PURPOSE**

In this policy the Governors and teachers, in partnership with pupils and their parents, set out our intentions about, our rationale for and approach to Relationships, Sex and Health education (RSHE).

## **DISSEMINATION**

Copies of the document will be available to all parents through the school's website and paper copies can be made available through the school office. Details of the content of the RSHE curriculum (see Appendix 2) will also be published on the school's 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"<sup>1</sup>. It 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.

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 and with adults."<sup>2</sup> This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

The Health element of RSHE is taught as part of our PSHE curriculum and focuses on enabling all children to grow up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain. The topics include: Mental wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating, Facts and risks associated with drugs, alcohol and tobacco, Health and prevention, Basic first aid and The changing adolescent body.

## **STATUTORY CURRICULUM REQUIREMENTS**

From September 2020 all primary schools have a statutory obligation to deliver a RHE curriculum (Relationships and Health Education) At St. Peter's we cover all aspects of RHE through a cross curricular means encompassing our RE, PSHE, Computing, DT and PE curriculums.

In addition, we are legally required to teach those aspects of RSHE which are statutory parts of the National Curriculum in Science. However, the reasons for our inclusion of RSHE go further.

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

<sup>2</sup> Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

## **RATIONALE**

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.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 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 ideas.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationships 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 (and the Welsh Assembly Government) 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. It will also prepare 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 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 RSHE AND THE MISSION STATEMENT**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help 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 children and young people with a "positive and prudent sexual education"<sup>3</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person

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<sup>3</sup>Gravissimum Educationis 1

## Objectives

- To develop the following attitudes and virtues

### 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 other;
- 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;
- 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 behaviours in order to minimise 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 ADAPTED 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 behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

### **EQUALITIES OBLIGATIONS**

The Local Governing Committee 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 RSHE - 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.

At St Peter's we use 'Life to the Full' using TEN:TEN as recommended by the diocese. There will be a variety of teaching methods, including discussion, group work, videos, focused activities and the use of appropriate resources from Reception to Year 6. We aim to give pupils equal access to the PSHE curriculum, which may include the use of single gender group discussions where appropriate.

Relationship and Sex Education must be in accordance with the teachings of the Catholic Church. It is the responsibility of the Local Governing Committee, working with the Headteacher and Senior Leadership Team, to ensure that this is achieved through careful monitoring of the teaching resources used. In considering the resources which will be used for RSHE, governors should take into account:

- The need to support parents and carers by providing education which is faithful to the teachings of the Church and appropriate for the ages and stages of development of the pupils;
- The extent to which specific materials can be used to illustrate the beauty of the human being created by God;
- The values implied by specific resources and the way in which they may be used to enhance pupils' understanding of human development and Catholic teaching;
- The accuracy and clarity of material presented.

It is important that any external visitor to the school is also clear about their role and responsibility while they are in a school. Such visits should complement the school's current programme. Visitors may need guidance to ensure that sessions they deliver are respectful of the teaching of the Catholic Church.

## **Answering difficult questions**

Whilst teaching RSHE, teachers are encouraged to use a “question and answer” box where pupils can ask questions anonymously. This also allows staff time to prepare suitable responses. If a child asks an explicit or difficult question, staff will answer appropriately in accordance with RSHE learning intentions. Teachers will suggest that questions raised outside these guidelines should be discussed with an adult at home or someone whom the child trusts.

## **PROGRAMME / RESOURCES**

Teaching strategies will include:

- Establishing ground rules
- Distancing techniques
- Discussion
- Project learning
- Reflection
- Experiential
- Active
- Mind mapping (as opposed to Brainstorming)
- Film and video
- Group work
- Role-play
- Trigger drawings
- Values clarification
- Use of ‘worry box’

## **ASSESSMENT**

At St. Peter’s assessments are made in line with the school assessment policy. In RSHE teachers use effective assessment for learning to ensure planning is based on prior attainment. Effective verbal feedback is used to move the pupil’s learning on within lessons.

## **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.

They will be consulted at every stage of the development of the RSHE 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 RSHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs.

Parents continue to have the ***right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. 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 followed.

### **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 the relevant curriculum staff; this includes science, religious education, physical education, RSHE and PSHE subject leads. Under the guidance of the RE and PSHE leads, all teaching staff are responsible for the delivery of the RSHE curriculum to their relevant year groups.

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 'Protocol for Visitors to Catholic Schools' (see Appendix 3)

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.

### **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;
- Ensure the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within PHSE.

### **Headteacher**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Local Governing Committee, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

### **PSHE/RSHE Co-ordinator and RE Leader**

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 RSHE 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.

### **RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS**

This RSHE 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 (for example, Bullying Policy, Safeguarding Policy etc)

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.

Learning about RSHE in PSHE classes will link to/complement learning in those areas identified in the RSHE audit.

## **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 Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 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, head teacher, but that the pupils would always be informed first that such action was going to be taken.

## **MONITORING AND EVALUATION**

The RSHE 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 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.

## Appendix 1.



# CHECKLIST FOR EXTERNAL SPEAKERS / ORGANISATIONS INVITED TO SCHOOLS

In this checklist '**School(s)**' means all Catholic school(s). For the avoidance of doubt this includes:

- Catholic voluntary aided schools;
- Catholic independent schools (including Catholic academies);
- Catholic sixth form colleges; and
- Catholic non-maintained special schools.<sup>1</sup>

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

All external speakers invited to schools should be of the highest quality and school leaders are responsible for ensuring that they have enough information about the content to be delivered by any external speaker to enable them to determine whether the content will be pitched at the right level for the age and level of maturity of the children and young people to whom the external speakers will present. All schools should have clear policies for the booking of external speakers which includes sign-off of the booking at an appropriately senior level and compliance with safeguarding checks.

Schools should also be mindful of the DfE guidance on "political impartiality in schools" which can be found by following this link:

[Political impartiality in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

This checklist should be completed *prior* to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker's communications with pupils and parents and carers.

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<sup>1</sup> For the avoidance of doubt, the CES advises that the DfE guidance and this checklist should be followed by all of the specified educational settings listed above. This is the case, even where the DfE guidance does not apply to the setting type.

Name of Speaker		
Question	Answer	Actions needed/Comment
<p>Will the Speaker be supervised at all times during their visit?</p> <p>If not, why not?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Have you carried out safeguarding checks (if appropriate) for the Speaker and have these been recorded in accordance with the school's safeguarding procedures?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Has the Speaker understood and confirmed that their communications in the school will:</p> <ul style="list-style-type: none"> <li>• Be respectful towards Catholic teachings</li> <li>• Not be prejudicial or detrimental to the Catholic character of the school</li> <li>• Not engage pupils in political activity and</li> <li>• Not cover certain partisan political views which are not deemed relevant or appropriate (provide details if applicable)</li> <li>• Be delivered in accordance with the requirements set out in the DfE's guidance on political impartiality in schools (if appropriate)</li> </ul>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	

Have you reviewed the resources/materials that will be used by the Speaker?	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	
Have you reviewed other resources produced by the Speaker (and by any organisation the speaker represents) even if they will not form part of the speaker's activities at the school?	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	
Have you conducted a general internet search using the Speaker's name (e.g. a google search)? If parents or children and young people conducted a similar search are any concerns likely to arise?	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	
Can you confirm that the political views espoused by the speaker/speaker's organisation are in compliance with British values and do not involve taking an extreme political position?	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	
Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	
Are there any other outstanding issues or	YES <input type="checkbox"/> NO <input type="checkbox"/>	

concerns with the Speaker and/or their suitability?	FURTHER COMMENT <input type="checkbox"/>	
Will the Speaker deliver content of a high quality that is appropriate to the age and maturity of the children or young people in the audience?	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	

**If you have any concerns regarding the suitability of this Speaker, you should contact your Diocese to seek further clarification.**

Signed \_\_\_\_\_  
 Position \_\_\_\_\_  
 Dated \_\_\_\_\_

Approved for booking  
 Senior Staff member Name \_\_\_\_\_  
 Position \_\_\_\_\_  
 Dated \_\_\_\_\_