



# St Wilfrid's Catholic Primary School

*Inspired by Christ we grow and learn together, reaching our fullest potential.*



Policy Title: <b>Relationships, Sex and Health Education (RSHE)</b>
Date of approval: To be approved Spring term 2025/6
Approved by: LGC
Date of next review:

## Our Intent

Our intent for relationships, health and sex education is to teach a comprehensive, rich and progressive curriculum, which enables children to develop the knowledge and skills they will need to be able to successfully navigate the emotional, social and physical changes and challenges they will face as they grow through childhood and into young adulthood. In partnership with parents, we aim to provide children with a “positive and prudent sexual education” (Gravissimum Educationis) which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

The foundation of our relationships, health and sex education curriculum is rooted in the Christian belief in the unique dignity of the human person made in the image and likeness of God. Therefore, our approach is underpinned by the Catholic Church's teaching of the human person and is 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. Therefore, the curriculum will be rooted in the belief that sexuality grows and develops within the context of relationship. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

Relationship, health and sex education in a Catholic context 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 we intend for it to be taught in a manner which is positive and prudent, showing the potential for this development, while enabling the dangers and risks involved to be understood and appreciated.

Our curriculum leads to emotionally intelligent, empathetic, socially adept and mentally resilient individuals who are well-equipped to cope with the physical changes and social and emotional challenges they will face as they mature into young adults. They will be adaptable to the needs of the world once they leave the school and provided with the knowledge to enable them to make informed choices about their bodies, health and lifestyles and able to resist unwanted pressure.



# St Wilfrid's Catholic Primary School

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Through our curriculum the children will gain the knowledge they will need to navigate the challenges of puberty and, as they grow into young adulthood, to make and sustain healthy emotional and sexual relationships.

## Our Implementation

In ensuring high standards of teaching and learning in relationships, health and sex education, we implement an engaging curriculum that is progressive throughout the whole school, enabling children to build up previous knowledge and skills so they **know more and remember more**. The whole school approach to the teaching and learning of relationships and health education involves the following:

### Curriculum:

- RHE lessons are taught weekly within each year group. The knowledge and skills are taken from The National Curriculum and all children are exposed to age related content relevant to their year group; this includes non-statutory guidance when appropriate and in line with the Catholic Church's teaching.
- Bespoke long term plans ensure that children receive full coverage of the content in a **vertical** structure. This allows children to revisit and consolidate most concepts and deepen their understanding. Long term plans are reviewed annually and adapted to the strengths and needs of the children, e.g. a Recovery Curriculum is in place for Autumn 1 2020 to reflect on the impact of COVID 19 and rebuild skills which may have been weakened by time in lockdown, such as emotional resilience.
- A **cumulative** and **spiral curriculum** allows children to revisit prior learning before adding new knowledge. All teachers have access to **bespoke curriculum documents**, produced by the RHE leader, which shows clear progression of each strand of the curriculum: Me, My body, My Health; Emotional Wellbeing; Life Cycles; Religious Understanding; Personal Relationships; Keeping Safe; and Living in the Wider World.
- Big questions to start each unit of work **engage** the children and trigger their thinking, discussion and reflection opportunities enable them to fully **explore** the concepts covered and children are given a framework in which to **express** what they have learned. Children are then supported and encouraged to **express** their learning further through application of the skills learned in all aspects of their life, e.g. being resilient when faced with unwanted pressure online or in social situations.
- The skills taught in RHE are applicable across the curriculum and in wider life, and children are encouraged to apply these skills on a daily basis. Specific cross-curricular links support **spaced interleaving** and further embed knowledge and skills. For example, online safety is taught first in computing in Autumn term then revisited and other aspects covered in RHE in Summer term.

## Key Stage One

In key stage one the seven strands are introduced: Me, My body, My Health; Emotional Wellbeing; Life Cycles; Religious Understanding; Personal Relationships; Keeping Safe; and Living in the Wider World. Teaching the opportunities are provided within



## St Wilfrid's Catholic Primary School

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these strands for the children to **explore** the idea that we are uniquely made by a loving God and that we have differences and similarities (including physical differences between boys and girls) A high focus is put upon developing key knowledge about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age. In Year Two scientific names for genitalia are introduced, which enables the children to confidently articulate their body parts and therefore stay safe.

Linked to this is the teaching of safety, both online and in real-life situations, and how to cope with various social situations and dilemmas.

### Lower Key Stage Two

Our **cumulative and spiral** approach to the curriculum allows teaching throughout key stage two build on the solid foundations of the previous key stage whilst still following the same strand structure. Children will **explore** differences, respect for their bodies, puberty and changing bodies (recommended for Year 4+). They will develop strategies to support emotional wellbeing including practicing thankfulness, and the development of understanding of life before birth. A high focus is also put upon developing a more complex appreciation of different family structures and how to develop healthy relationships with family and friends. Opportunities are also provided to **explore** simplified CBT techniques for managing thoughts, feelings and actions.

### Upper Key Stage Two

Our **cumulative and spiral** continues and children **explore** the strands introduced in previous year groups in more depth. Teaching focuses on developing an appreciation of physical and emotional differences and a more complex understanding of physical changes in girl and boys bodies, encompassing body image, strong emotional feelings and the impact of the internet and social media on emotional well-being (including teaching on pornography). A more nuanced and scientific understanding of life in the womb and how babies are made, including menstruation is also taught to allow children to **express** their understanding of human sexuality. Linked to this is the teaching of the more complex experiences of relationships and conflict, including helping children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and further teaching on how our thoughts and feelings have an impact on how we act. Time is also allocated to **explore** the risks of sharing and chatting online at a level more appropriate to Years 5 and 6, and develop a more complex understanding of different forms of abuse.

### Resources:

Teachers draw from a range of high-quality resources, such as NSPCC and PSHE Association Materials, but the foundation of the curriculum is the Ten Ten Live Life to the Full programme.

On some occasions adults from other agencies will be used to deliver some aspects of the curriculum. Such visits will always complement the current curriculum and never substitute or replace teacher led sessions. External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors should adhere to our code of practice developed in line with the school visitor policy



## St Wilfrid's Catholic Primary School

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and will be required to ensure that all teaching is rooted in Catholic principles and practice.

### **Assessment**

Assessment is carried out through collection of a range of evidence including pre and post unit written assessments for each strand, responses to the Big Question pre and post teaching, questioning and discussion and from the wider curriculum that shows children's knowledge and understanding of the content delivered, as well as application of skills acquired in wider school life.

### **SEND:**

All children are encouraged and supported to develop their full potential in RHE.

Some children may require extra support in the classroom and opportunities for consolidation and reinforcement.

Activities are differentiated to meet the needs of all pupils.

We will ensure RHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances 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. These questions will be responded to in the context of the school's inclusion policy.

### **Equalities Obligations:**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

### **Parents / 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 when the more sensitive aspects of RHE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Parents will have been consulted before this policy is ratified by the governors. They will be able to view the resources used by the school for RHE.

Parents continue to have the **right to withdraw** their children from Sex Education except in those elements which are required by the statutory parts of the National Curriculum Science. 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



## St Wilfrid's Catholic Primary School

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the controlled environment of the classroom is the safest place for this curriculum to be followed.

### **Children's questions:**

The governors want to promote a healthy, positive atmosphere in which RHE 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 RHE. 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 RHE curriculum. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationship Education, Relationships and Sex Education and Health Education Sections 63 and 64 'Managing Difficult Questions' DfE February 2019, for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time and this will be addressed sensitively and appropriately, referring the issue to the headteacher or deputy headteacher if necessary.

### **Supporting children and young people who are at risk:**

Children will also need to feel safe and secure in the environment in which RHE takes place. Effective RHE 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 a designated safeguarding lead.

### **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 RHE curriculum, 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 curriculum. 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





## St Wilfrid's Catholic Primary School

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or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g. parents, headteacher, but that the pupils would always be informed first that such action was going to be taken.

### **Pupil Participation:**

The views of all pupils are valued. Pupil voice is conducted termly which allows children to share their opinion on RHE at our school.

### **Monitoring and Evaluation:**

This is carried out in accordance with the school's timetable for monitoring and evaluating progress and standards.

### **Staff Development:**

The leader ensures that all staff are informed of local and national developments in relation to RHE. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the leader.

### **RHE Leader:**

The role of the RHE Leader is to lead RHE effectively and to address areas of priority, including:

- Supporting colleagues in the implementation of the curriculum and ensure they receive focused and effective professional development. If issues arise, they will be dealt with appropriately and consistently to support teachers.
- Ensure that all pupils are successfully taught and complete the RHE curriculum for their year group.
- Engage effectively with pupils, through pupil voice and learning walks and with parents and visitors when necessary.
- To provide SCITT training for trainees.
- Keep up to date with developments in RHE education and disseminate information to colleagues as appropriate.

### **Our Impact:**

Children will leave St Wilfrid's knowing how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. They will understand what it means to be fully human, in terms of the physical, emotional and sexual being; can develop healthy and lasting emotional and sexual relationships with self and others; and will be able to make moral decisions in conscience. They will be emotionally intelligent, empathetic, socially adept and mentally resilient individuals who are well-equipped to cope with the physical changes and social and emotional challenges they will face as they mature into young adults. They will be adaptable to the needs of the world once they leave the school and provided with the knowledge to enable them to make informed choices about their bodies, health and lifestyles and able to resist unwanted pressure.