



The Good Shepherd Catholic Primary Academy



Relationships, Sex and Health Education Policy

Date: reviewed Pentecost 2024

The Good Shepherd Mission Statement:



What is Relationships Education?

Relationships Education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.

Secretary of State July 2019

In this policy the Governors and teachers, in partnership with pupils and their parents/ carers, set out their intentions about relationships, sex and health education (RSHE). We set out our rationale for, and approach to relationships, sex and health education in the school.

Consultation

- school council discussion
- questionnaires to parents carers (new consultation Pentecost 2024)
- parent consultation tool (Ten Ten resources) and parent feedback
- review of RSHE curriculum content with staff and pupils
- consultation with wider school community e.g. school nurse
- consultation with school governors

Implementation and Review of Policy

Implementation of the policy took place after consultation with the Governors. This policy will be reviewed every 2 years by the Headteacher, RSHE Lead, the Governing Body and Staff.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSHE which are statutory parts of areas of the National Curriculum, including Science. However, the reasons for our inclusion of RSHE go further.

Rationale

'I have come that you may 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 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 RSHE 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 Holy 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 relationships as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, RSHE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and is integral to the physical, spiritual, emotional, moral, social and intellectual development of our children. 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 or family setup 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

At The Good Shepherd we are committed 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 to raise children's self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

Content of RSHE at The Good Shepherd

The 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, sex and health education curriculum.

Objectives

Through the teaching of RSHE we will strive to develop the following **attitudes and virtues**:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

Please click [here](#) for the full curriculum content directly taught in PSHE lessons. This document highlights when each topic is taught to pupils, taking in to account the age of the pupils.

The Good Shepherd Academy also have a duty under the Equalities Act 2010 and we strive to do the best for all of our pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, gender identity, religion or sexual orientation or whether they are looked-after children. To see how protected characteristics are taught at The Good Shepherd, please visit this [link](#).

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, The Good Shepherd staff 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.

Outcomes

Inclusion and adaptive 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 and is taught in a way that does not subject pupils to discrimination. Lessons from the 'Life to the Full' programme 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. This is also in line with The Good Shepherd Inclusion and Equality policies.

Programme Resources

Life to the Full by Ten Ten is the programme we base our RSHE teaching upon. Life to the Full has been approved by Nottingham Diocese. Furthermore, Ten Ten have entered into a partnership with the Catholic Education Service and the Department for Education (DfE). High quality teaching resources are provided via their website and parents have a portal which they can access to view the resources prior to their children accessing the learning in school

Teaching strategies will include:

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

Children will be assessed regularly through informal tasks during their sessions. Ten Ten resources lead the teacher in delivering age-appropriate assessment ideas and assess their learning reflecting on Catholic teaching.

Parents and Carers

We recognise that parents/carers are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home to help parents/carers to find out more. The Ten Ten parent portal offers a breadth of support and conversation starters. Parents/carers will be informed by letter before the more sensitive aspects of RSHE are covered in order that they can be prepared to talk and answer questions about their children's learning.

Consultation

Parents/carers are being consulted before this policy is ratified by the governors. They are able to view the resources used by the school in the RSHE programme. Our aim is that every parent and carer will have full confidence in the school's RSHE programme, understanding the aims and objectives we have set to meet their child's needs.

Withdrawal

Parents continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the statutory Science National Curriculum. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Should parents wish to withdraw their children from Year 6 content around conception, they are asked to notify school by contacting Mrs Toner via the school office e-mail who will then discuss this alongside you. The Good Shepherd 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 and prepare all children for the changes that adolescence brings.

Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with Celine Toner (Headteacher), Ella Shajpal and James Barfield (RSHE leads). However, all staff will be involved in developing the attitudes and values aspects of the RSHE programme. Class teachers will have responsibility for teaching the RSHE curriculum through science, R.E and PSHE lessons.

All staff will also be role models for children 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 may use outside agencies and specialists to deliver aspects of RSHE such as the GREAT project and the Gedling Mental Health Team. Such visits will always complement the Life to the Full programme, thus ensuring all teaching is rooted in Catholic principles and practice. We ensure external professionals follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. Leaders will review the content of their PowerPoints and activities and ensure that all resources align with our curriculum intent, as well as being in line with the CES guidance 'Checklist for External Speakers to Schools.'

Other roles and responsibilities regarding RSHE

Governors

- draw up the RSHE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents/carers;
- ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum areas including Science, PE and the setting of RSHE within PSHE.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Our Lady of Lourdes Trust and the Nottingham Diocesan Schools' Service.

PSHE/RSHE Leads

The Leads, with the headteacher, have 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 training.

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 which can be viewed [here](#). This is also compatible with the school's other policy documents (for example, bullying, safeguarding and SEND.)

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that children 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 maybe a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for

discussion.

However, 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 provocative, biased or is of a personal nature.

These questions will be dealt with sensitively and appropriate action will be taken following school policy.

Supporting 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 the 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.

Children will be encouraged to talk to their parents and carers about the issues which are discussed in the Life to the Full programme and parents are fully informed of the programme content if they wish to open conversations with their child/ren as they learn. Teachers will always help pupils facing personal difficulties, in line with the school's mental health and well-being policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will always advocate for the child and explain that in such circumstances they may have to inform others, e.g., parents, headteacher, children's services, but that the pupils would be informed first that such action was going to be taken.

Monitoring and evaluation

The Headteacher/RSHE Lead 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 bi-annually by means of questionnaires, response sheets, needs assessment given to pupils, and/or by discussion with children, staff and parents. The results of the evaluation should be reported to these groups of interested parties and feedback will be provided as to how their evaluation led to improvements in school practice.

Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy