



St Mary's Catholic Primary  
School,  
Knaresborough

Relationships, Sex and Health Education Policy

2023-2025

Mission Statement

"With Christ at the centre, we show  
Unity, Respect, Joy, Love and Courage."

Policy review date- Autumn 2023  
Person Responsible- Helen Tomlinson  
Ratified by Academy Council- Autumn 2023  
Review date- Autumn 2025

A policy based on the CES A Model Policy for Relationships and Sex

Our Mission Statement commits us to the education of the whole child and we believe that Relationships and Sex Education (RSE) is an integral part of this education. It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with a "positive and prudent [relationships and] sexual and health education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Catholic vision of education and the human person.

In this policy the Academy Council and teachers, in partnership with pupils and their parents, set out our aims and our approach to RSHE in the school.

Consultation has taken place between

- review of RSE curriculum content with staff and parents (September 2020) •  
Review with parents/carers (September 2020)
- Ratification by the Academy Council (October 2021)

#### IMPLEMENTATION AND REVIEW OF POLICY

Implementation of the policy will take place after consultation with the Academy Council in the Autumn term 2020.

This policy will be reviewed every 2 years by the Headteacher, RSHE Co-ordinator, the Academy Council and Staff. The next review date is Autumn 2025.

#### DISSEMINATION

The policy will be given to all members of the Academy Council and all teaching and nonteaching members of staff. Details of the policy and content of the RSHE curriculum will be published on the school's web site. Copies of the policy will be available to all registered parents on request and a copy is available in the school office.

#### DEFINING RELATIONSHIP AND SEX EDUCATION

In RSE children will learn about their spiritual, social, moral, emotional and physical development in ways appropriate to their age, level of maturity and developmental needs. We promote and teach the importance of love for relationships, including love's sexual expression in marriage. The teaching of sex, sexuality and sexual health will be placed in the context of Catholic Church teaching.

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life,

stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health" <sup>1</sup>. The DfE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding"<sup>2</sup>.

The DfE guidance defines relationships education in primary school as "the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives."<sup>3</sup>

The DfE guidance defines health education as the "teaching ... about physical health and mental wellbeing ... to give [pupils] the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources."<sup>4</sup>

## STATUTORY CURRICULUM REQUIREMENTS

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools including academies, non-maintained special schools and alternative provision.

---

<sup>1</sup> Sex and Relationship Education Guidance, DfEE, 2000

<sup>3</sup> Relationships Education. Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principalst and senior leadership teams. teachers, DfE, para. 54, 55, and 58

<sup>4</sup> Relationships Education. Relationships and Sex Education (RSEi and Health Education Statutory guidance for governing bodies, proprietors. head teachers, principals, senior leadership teams, teachers, DfE, para. 83

However, the reasons for our inclusion of RSE go further.

## RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (John 10.10)

We teach relationships, sex and health education because of our Christian beliefs about God and about the human person. 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.

This communion of divine love reveals that the desire for human relationships is God-given. Human beings are created to be relational, created to love and to be loved just as God is love and essentially relational. Catholic schools engage in relationships education not only because it is in the context of relationships that the human person grows and develops, but because God, who is love, desires that the world becomes a community of love.<sup>5</sup>

Our belief in the unique dignity of the human person made in the image and likeness of God underpins education in a Catholic school. As a consequence, every human person, gender and sexuality are seen as gifts from God, reflect God's beauty, and participate in the divine creativity.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE RSE 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 danger<sup>1</sup>and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching and be at the service of human flourishing through the explicit teaching of the virtues. It will emphasise the central importance of the family and marriage 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.

---

<sup>1</sup> Dogmatic Constitution on the Church: Lumen gentium, article 1, Second Vatican Council.

<sup>4</sup> A policy based on the CES A Model Policy for Relationships and Sex

## VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It 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: love, patience, gratitude, courage, honesty, respect, forgiveness, courtesy and justice, resilience, confidence, determination.

## AIM OF RSE 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 RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them 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:

## OBJECTIVES

RSE LEARNING OUTCOMES FOR RECEPTION AND KSI our pupils are growing to be:

- Respectful of their own bodies and character
- Appreciative for blessings
- Grateful to others and to God
- Patient when they do not always get what they want
- Friendly, able to make and keep friends
- Caring, attentive to the needs of others and generous in their responses
- Respectful of others, their uniqueness, their wants and their needs
- Forgiving, able to say sorry and not hold grudges against those who have hurt them
- Courteous, learning to say, "please" and "thank you."
- Honest, able to tell the difference between truth and lies
- Just and fair in their treatment of other people, locally, nationally and globally
- People who serve others, locally, nationally and globally
  
- Active in their commitment to bring about change

Our pupils will learn:

- We are made by God and are special
- We are all God's children
- Ways of expressing gratitude to God
- About the sacrament of Baptism

- We are all unique individuals
- We all have individual gifts, talents and abilities
- The names of the external parts of the body
- The similarities and differences between girls and boys
- How to maintain personal hygiene
- What constitutes a healthy life-style, including physical activity, dental health and healthy eating.
- That we all have different likes and dislikes
- A language to describe feelings
- That there are life stages from birth to death
- We are part of God's family
- That saying sorry is important and can help mend broken friendships
- Jesus cared for others
- That we should love other people in the same way Jesus loves us
- The characteristics of positive and negative relationships
- To identify special people (e.g. family, carers, friends) and what makes them special.
- There are different family structures and these should be respected
- How their behaviour affects other people and that there are appropriate and inappropriate behaviours
- To recognise when people are being unkind to them and others and how to respond.
- Different types of teasing and bullying which are wrong and unacceptable.
- To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online
- To use simple rules for resisting pressure when they feel unsafe or uncomfortable
- The difference between good and bad secrets Identifying and correctly name their "private parts"
- Who to go to if they are worried or need help
- That there are a number of different people and organisations they can go to for help in different situations
- That God is Father, Son and Holy Spirit
- Some scripture illustrating the importance of living in community
- Jesus' teaching on who is my neighbour
  
- That they belong to various communities such as home, school, parish, the wider local community and the global community
- That their behaviour has an impact on the communities to which they belong

- That people and other living things have needs and that they have responsibilities to meet them;
- About what harms and improves the world in which they live
- How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands Our pupils will develop:
- A basic understanding that feelings and actions are two different things
- Simple strategies for managing feelings and behaviour
- That choices have consequences

#### NATIONAL CURRICULUM SCIENCE 2014

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals including humans for survival ( water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene explore and compare the differences between themselves and others

#### RSHE LEARNING OUTCOMES FOR KS2 our pupils are growing to be:

- Respectful of their own bodies, character and giftedness
- Appreciative for blessings
- Grateful to others and to God
- Self-disciplined and able to delay or forego gratification for the sake of greater goods
- Discerning in their decision making
- Determined and resilient in the face of difficulty
- Courageous in the face of new situations and in facing their fears
- Loyal, able to develop and sustain friendships
- Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble
- Respectful, able to identify other people's personal space and respect the ways in which they are different
- Forgiving, developing the skills to allow reconciliation in relationships
- Courteous in their dealings with friends and strangers
- Honesty, committed to living truthfully and with integrity
- Just, understanding the impact of their actions locally, nationally and globally

- Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally
- Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally

Our pupils will learn:

- We are special people made in the image and likeness of God
- We are children of God with an innate dignity
- God has created us for a purpose (vocation)
- Life is precious and their body is God's gift to them
- Prayer and worship are ways of nourishing their relationship with God
- Sacraments often coincide with different natural stages in Life, for example Baptism often occurs near birth for Catholics.
- Everyone expresses their uniqueness in different ways and that being different is not always easy
- Strategies to develop self-confidence and self-esteem
- Each person has a purpose in the world
- That similarities and differences between people arise from several different factors
- Their body will change and develop as they grow
- About the growth and development of humans and the changes experienced during puberty
- The names of the main parts of the body, including identifying and correctly naming genitalia
- How to make informed choices that have an impact on their health
- Their emotions may change as they approach as they grow and move through puberty
- To extend their vocabulary to deepen their understanding of the range and intensity of their feelings
- What positively and negatively affects their physical, mental and emotional health
- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- How a baby grows and develops in its mother's womb
- To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, old age)
- The nature and role of menstruation in the fertility cycle
- How human life is conceived in the womb
- Christians belong to the Church family which includes the school, parish and diocese



- The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness
- The sacrament of marriage involves commitment and self-giving
- How to maintain positive relationships and strategies to use when relationships go wrong.
- There are different types of relationships including those between acquaintances, friends, relatives and family
- How to make informed choices in relationships and that choices have positive, neutral and negative consequences
- An awareness of bullying (including cyber-bullying) and how to respond
- About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond
- To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurized
- About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes.
- To recognise their increasing independence brings increased responsibility to keep themselves and others safe
- How to use technology safely
- That not all images, language and behaviour are appropriate
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- That there are a number of different people and organisations they can go to for help in different situations and how to contact them
- How to report and get help if they encounter inappropriate materials or messages
- God is Trinity —a communion of persons
- The key principles of Catholic Social Teaching
- The Church is the Body of Christ
- That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread
- About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another.

Our pupils will develop:

- That some behaviour is unacceptable, unhealthy or risky
- Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources

## NATIONAL CURRICULUM SCIENCE 2014

- Identify that animals, including humans, need the right types and amount of nutrition
- Identify that humans and some animals have skeletons and muscles for support, protection and movement
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

## OUTCOMES

### INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE 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. (In looking at these questions, it is important to draw links to 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.

### BROAD CONTENT OF RSE

Three aspects of RSE - 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.

### SPECIFIC TEACHING RESOURCES

The RSHE programme, 'Life to the Full' created by Ten Ten Resources, is fully endorsed by The Diocese. It adopts a spiral curriculum approach so that as a child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

### PROGRAMME STRUCTURE

Life to the Full follows a three-stage structure which is repeated across three different learning stages:

- EYFS is aimed at Reception
- Key Stage One is aimed at Years 1 and 2 o Lower  
Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work.

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationship Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

#### ASSESSMENT

Children's knowledge and understanding will be assessed by the teachers at the end of each topic area.

#### 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, through the

online parental portal and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE 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 RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

There is no right to withdraw from statutory Relationships and Health Education nor from the sex education that is taught as part of national curriculum science. However, parents continue to have the right to withdraw their children from the school's provision for sex education that is in addition to 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 the controlled environment of the classroom is the safest place for this curriculum to be followed. 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).

#### 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 RSE 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 RSE. 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 Mrs Thomlinson (Head of school), Mrs Bleasdale (Deputy head and PSHE lead) and Mrs Patrickson (RE and Science lead).

However, all staff will be involved in developing the attitudes and values aspect of the RSE 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 may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. 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 'Checklist for External Speakers to Schools'<sup>1</sup>.

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.

#### OTHER ROLES AND RESPONSIBILITIES REGARDING RSE 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;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;

---

<sup>1</sup> CES Checklist for External Speakers to Schools, 2016

ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

#### HEAD TEACHER- Mrs Helen Tomlinson

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

#### PSHE AND RSE CO-ORDINATOR- Mrs Patrickson and Mrs Bleasdale

The co-ordinators 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 RSE 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

RSE 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 RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. 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 RSE 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 RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

## CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSE 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 RSE. 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 RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 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 RSE takes place. Effective RSE 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 RSE 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 circumstances 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 RSE 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.