

# St Mary Magdalen's Primary School



*The family of St Mary Magdalen's is  
Centred on Christ to create  
Inquisitive individuals  
Who feel empowered to  
Engage in the world in which they live*



## RSHE Policy & Guidance

Date of Implementation: Summer 2021

Date of Review: Summer 2022 (or as required)

St. Mary Magdalen's is a Catholic School at which religious education and the spiritual life of the school is at the heart. Our aim is that our children grow up to be young people with a well-developed moral sense and openness to the work of the Holy Spirit, or the spiritual, in their lives. We welcome families from a variety of backgrounds and different religious beliefs and everyone is warmly welcome to take part in all of our celebrations and services.

St. Mary Magdalen's is a friendly school, which endeavours to create a family atmosphere. All members of staff strive to make pupils feel welcome, secure and highly valued. We aim to ensure that the curriculum provided is delivered sympathetically to meet the needs of each individual child; enabling growth in understanding and the acquisition of those skills, attitudes and values necessary for life.

Our Mission Statement and Catholic ethos commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships Education, Relationships and Sex Education and Health Education (RSHE) is an integral part of this education. Furthermore, our school aims are that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, and help them to recognise the value of all persons and develop caring and sensitive attitudes.

### **Rationale**

***'I have come that you might have life and have it to the full'***  
**(John 10.10)**

We are involved in relationships and health education, including RSHE 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 and health therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. 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, RSHE will be firmly embedded in the Relationships and Health 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 centered 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, and support will be provided to help pupils deal with different sets of values.

## **Aims of Relationships Education, Relationships and Sex and Health Education**

In partnership with parents, we aim to provide children with a “positive and prudent sexual education”<sup>1</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

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 bodies;
- ✦ responsibility for our actions and a recognition of the impact of these on others;
- ✦ recognising and valuing their own sexual identity and that of others;
- ✦ celebrating the gift of life-long love;
- ✦ recognising the importance of marriage and family life;

To develop the following **personal and social skills**:

- ✦ making sound judgements and good choices;
- ✦ loving and being loved, and the ability to form friendships and loving, stable relationships;
- ✦ managing emotions within relationships including when relationships break down;
- ✦ 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;

To develop the following **knowledge and understanding**:

- ✦ 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;

## **Broad Content of Relationships Education, Relationships and Sex Education and Health Education**

Three aspects of RSHE - attitudes and values, personal and social skills and knowledge and understanding, will be provided in three inter-related ways: the whole school/ethos dimension; a cross-curricular Relationships and Health approach, and a discreet Relationships and Sex Education curriculum.

St. Mary Magdalen’s will be following the Diocesan Primary Curriculum Framework for Relationships Education, Relationships and Sex and Health Education policy. The approach is taught through five core themes from EYFS to Upper KS2. The programme will cover:

### **Moral (this explores the individual)**

Children learn: about the Christian belief to love self, made in the image and likeness of God, and an understanding of the importance of respecting, valuing and understanding themselves as the basis for personal relationships.

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<sup>1</sup> *Gravissimum Educationis* 1

### **Spiritual (this explore the individual's approach to the world and relationships through their relationship with God)**

Children learn: about the Christian belief in a personal relationship with God which will guide their relationships with others.

### **Physical (this explores the individual's response to the world as they change and develop physically)**

Children learn: about how they change and grow. The changes that will take place in their body and rooted in the command to love, the basis of all Christian life.

### **Emotional (this explores the individual's relationships through their emotional responses and how to deal with them)**

Children learn: about the changes which happen in life, how to manage their feelings and behaviour rooted in Gospel values.

### **Social (this explores the individual's relationships with others in the local community and the wider world)**

Children learn: how human beings live in the wider community, including how to keep safe in situations with others and how to spread the Gospel for the good of individuals and the wider world.

### **Statutory Curriculum Requirements**

We are required to teach Relationships and Health Education. We are required to teach those aspects of Relationships and Sex Education which are statutory parts of National Curriculum for Science.

### **Inclusion and Differentiated learning**

We will ensure that Relationships and Health education, including RSE, 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.

### **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.

### **Programme / Resources**

The Primary Curriculum framework for Relationships Education, Relationships and Sex Education and Health Education will be followed which is cross curricular.

- TenTen Resource – Life to the Full
- Statements to Live By – Nurturing Human Wholeness through the Distinctive Catholic Ethos
- Come and See – Sr Victoria Hummel – Matthew James Publishing Co Ltd
- Early Learning Goals from Statutory Framework for Early Years/Foundation Stage
- National Curriculum for Science 2014
- CAFOD – Catholic Agency for Overseas Development

## **Assessment and evidencing Relationships Education, Relationships and Sex Education and Health Education**

Children will be assessed prior to the learning taking place, then post assessment at the end of a lesson or series of lessons. Evidence may also be recorded in a cross-curricular way through Science/RE, themed weeks/days recorded in displays around school (internet safety, anti-bullying etc.), School Council, Mini Vinnies, CAFOD, Ten Ten - Life to the Full assessment resources.

### **Parents and Carers**

Parents/carers are the primary educators of their children. Parents were consulted prior to this policy being ratified by governors, and will be consulted at every stage of the development of any revision of the Relationships Education, Relationships and Sex Education and Health Education programme, as well as during the process of monitoring, review and evaluation. Resources used by the school in the programme will be made available each year for parents/carers to view.

Where applicable, parents have ***the right to withdraw*** their children from Relationships and Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they should notify the school by contacting the Headteacher in writing. The request will be made on a year by year basis. The school will provide support by providing material for parents to help the children with their learning.

### **Teaching the Programme**

Class teachers have the responsibility for teaching RSHE. On some occasions adults from other agencies will be used to deliver some aspects of RSHE (e.g. school nursing team). Such visits will always complement the current programme 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 and will be required to ensure that all teaching is rooted in Catholic principles and practice.

## **Other Roles and Responsibilities regarding RSE**

### **Governors will:**

- ✦ Approve the Relationships Education, Relationships and Sex Education and Health Education 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., 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 science topics and the setting of RSHE within PSHE.
- ✦ Ensure that school is compliant with the guidance issued by the Diocese Department for Education 2019

## **Headteacher**

The headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Department for Education and the local authority and other appropriate agencies.

## **PSHE/RSE Coordinator**

The coordinator, with the headteacher, 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.

## **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 and the government statutory guidance. 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.

## **Children's questions**

The governors want to promote a healthy, positive atmosphere in which RSHE can take place. They strive 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 matters 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.

## **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 headteacher or other 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 RSHE programme will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding, 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, headteacher, but that the pupils would always be informed first that such action was going to be taken.

### **Monitoring and review of the policy**

The RSHE Coordinator will monitor provision by scrutinising plans, schemes of work and samples of pupil's work. The programme will be evaluated regularly. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy.

This policy will be reviewed every two years (one year in the first instance) by the headteacher, RSE coordinator, the governing body and staff.