



## St. John Paul II Multi Academy

# Relationships, Sex and Health Education Policy

Date of last review		Review period	Annual
Date of next review	Autumn 2022	Owner	Deputy CSEL
Type of policy	New - Statutory	Board approval	September 2021

<b>Summary of changes</b>
New Policy

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***'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'***

***(Jn.10.10)***

## **1. INTRODUCTION**

We have based our Academy's Relationship Sex and Health Education (RSHE) Policy in line with advice from Birmingham Diocese, the Church's teaching in all such matters and on the DfE guidance document 'Relationship Education, Relationship and Sex Education and Health Education.' (RSHE)

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." 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." This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

In Secondary schools RSHE should "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)."

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 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. RSE, 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 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. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.



## 2. AIM OF RSHE AND THE MISSION STATEMENT

Our Academy's 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 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 in partnership with parents to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

## 3. OBJECTIVES

- To promote the belief that each human person has a unique and special dignity and worth at each stage of life.
- To explore the meaning and value of life, and give some appreciation of the values of life.
- To promote the importance of family life.
- To encourage pupils to be aware of their attitudes and values and have a sense of responsibility for themselves.
- To enable the development of well informed, balanced persons capable of making choices and accepting responsibility for the consequences of their actions.
- To enable pupils to develop personal and social skills to help them keep them in a safe, positive (healthy) relationships.
- To foster the attitude that what we say with our bodies should reflect what we mean in our hearts and minds.

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship in marriage as the ideal;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.

## 4. CONTEXT

- It will focus on the development of the whole person.
- It will take into account the ages and development of the children.
- Sex education should be taught in the context of marriage and family life;
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of their consequences;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.



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Sessions are also followed up in to ensure pupils have the opportunity to air any concerns.

Question and answer sessions will be in line with the teachings of the Catholic Church and any questions that can't be answered in school will be referred to parents.

It will be subject to regular review and updating on content and teaching methods. Consultation with all stakeholders including parents is an essential part of the process.

### 5. OUTCOMES: INCLUSION AND DIFFERENTIATED 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.

### 6. EQUALITIES OBLIGATIONS

The Board of Directors have wider responsibilities under the Equalities Act 2010 and will ensure that our schools strive 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.

### 7. BROAD CONTENT OF RSE

RSHE will be delivered in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

#### RSHE CURRICULUM

##### EYFS / Key Stage 1 pupils should be able:

- ❖ To know they are uniquely made by a loving God
- ❖ To know they are part of God's family
- ❖ To understand the importance of valuing themselves and others
- ❖ To learn that we are unique, with individual gifts, talents and skills
- ❖ To know that we have similarities and differences
- ❖ To be able to name the main external parts of the body
- ❖ To know about the cycle of life from birth to old age
- ❖ To know about rituals that mark life and death, birth, marriage, death
- ❖ To identify the special people in their lives who they know and can trust
- ❖ To know the importance of forgiveness within relationships
- ❖ To recognise their membership of the family and the roles within it
- ❖ To appreciate relationships, friends, family, working and playing together
- ❖ To develop strategies for developing healthy relationships
- ❖ To know about how to keep safe, including online safety
- ❖ To know the difference between good and bad touching



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- ❖ To have an awareness of personal health and safety and personal hygiene
- ❖ To have an understanding of feelings and emotions and how to manage them
- ❖ To know how we can work for the common good of the community and for the world we live in

### Lower Key Stage 2 pupils should also be able:

- ❖ To value themselves as a child of God, and their body as God's gift to them
- ❖ To understand that they grow and change throughout life
- ❖ To understand what is meant by relationships within families, friends and communities
- ❖ To develop an appreciation of what is involved in bringing up children and what responsibilities parents have
- ❖ To become aware of the different patterns of friendship
- ❖ To know the rituals celebrated in Church
- ❖ To be aware of their changing emotions and the need to respect other people's emotions and feelings
- ❖ To recognise that images in the media do not always reflect reality and can affect how people feel about themselves
- ❖ To develop techniques for managing thoughts, feelings and actions.
- ❖ To begin to know and understand the changes that come about throughout puberty
- ❖ To know that puberty is part of God's plan for our bodies
- ❖ To know, understand and respect their own bodies and their needs for personal hygiene
- ❖ To know the names of the parts of the body
- ❖ To know the basic biology of human reproduction
- ❖ To appreciate that life is precious and a gift from God
- ❖ To become aware of choices they make and that there are good and wrong choices.
- ❖ To recognise the importance for forgiveness in relationships
- ❖ To develop a greater awareness of bullying, know that all bullying is wrong and know how to respond to bullying
- ❖ To know how to use technology safe

### Upper Key Stage 2 should also be able:

- ❖ To know physically becoming an adult is a natural phase of life
- ❖ To know how humans are different to other animals
- ❖ To know about the unique growth and development of humans
- ❖ To develop a more complex understanding of the physical changes in the bodies of boys and girls
- ❖ To know how to make good choices that have an impact on their health
- ❖ To deepen their understanding of the range and intensity of their feelings
- ❖ That emotions change as they grow up, including hormonal effects
- ❖ To know about emotional well-being
- ❖ To know how a baby grows and develops in its mother's womb
- ❖ To know about the nature and role of menstruation in the fertility cycle
- ❖ To know ways in which we can participate in God's call to us
- ❖ To know how to respond to spoken and unspoken pressure
- ❖ To know what 'cyberbullying' is and how to get help if they are experiencing it
- ❖ To develop a deeper understanding of Catholic Social Teaching and know how to apply it to current issues

### Key Stage 3 pupils should be able:

- ❖ To come to an understanding of themselves and others as fully human
- ❖ To learn what the Church teaches and build bonds of trust and communication with each other
- ❖ To develop a better understanding of their physical and emotional development



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- ❖ To know about their own bodies and the need for personal hygiene
- ❖ To examine contemporary stereotypes of masculine and feminine behaviour and assume responsibility for their actions
- ❖ To discern messages in the media and the positive and negative impact of peer pressure
- ❖ To make decisions about how to act which reflect an understanding of themselves as a child of God
- ❖ To understand what is meant by relationships within families, friends and communities
- ❖ To understand that life is a precious gift from God
- ❖ To know the rituals and sacraments celebrated in Church
- ❖ To become aware of the choices they make and that some choices have negative consequences for them and for others
- ❖ To recognise the importance of forgiveness in relationships
- ❖ To understand the importance and value of self-restraint and delaying sexual behaviour based on the concept of “saving sex” rather than simply “safer sex”

### Key Stage 4 pupils should be able to:

- ❖ To build on the understanding developed in KS3 of all the areas itemised above
- ❖ To develop a greater understanding of what the Church teaches and why regarding sex and relationships
- ❖ To have a greater understanding of the responsibilities and challenges inherent in adult relationships
- ❖ To demonstrate a greater understanding of the importance of safe and healthy conduct in adult relationships
- ❖ To improve their knowledge of the facts concerning the physical development of adolescents and the sexual transmission of life.
- ❖ To improve their understanding of the religious, moral, emotional and social implications of the above for the individual, the family and the community.
- ❖ To develop to the fullest possible understanding of personal relationships within family life and beyond.
- ❖ To have the opportunity to explore their feelings, attitudes and values, and to help them to approach their responsibilities with regard to their developing maturity and to examine how they should control their emotions and instincts; to assist them to make responsible choices, based on sound factual knowledge and Christian principles.

### KS5 students should be able:

- ❖ To develop their understanding and consider the implications of the topics referred to above for their life choices and formation of adult relationships.

Issues not discussed as part of the Primary School’s RSHE programme:

- Homosexuality
- Masturbation
- Oral sex
- Contraception
- Abortion
- Rape

Sensitive issues such as homosexuality, masturbation, contraception, sexually transmitted diseases, abortion and rape (in terms of consent), are discussed as part of the Secondary RSHE curriculum. They are discussed in a manner which is appropriate to the ethos of the school and the values of the Church which sees life-giving relationships and sexual activity as a gift from God.



## 8. ROLES AND RESPONSIBILITIES

### Role of Parents

The school recognises that Relationship, Sex and Health Education is a shared responsibility between home and school. It also acknowledges the advice of the Bishop's conference:

'It is the privilege and responsibility of the family to inform and educate their children in all matters pertaining to human growth and development, particularly the sensitive area of sex education.'

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers, governors or directors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the policy and resources;

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Principal, and make it clear which aspects of the programme they do not wish their child to participate in.

### Role of the Board of Directors

- To keep up to date the RSHE policy, in consultation with parents and will make copies of the policy available to them.
- To ensure that the policy is in accordance with other whole school policies.
- To make known to parents their right to withdraw their children from all parts of the SRE provided at school except for the science parts in the Statutory National Curriculum.
- To establish a link RSHE Director to share in the monitoring and evaluation of the programme, including resources used.

### Role of the Principal

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

### Role of the PSHE/RSHE Leader

The RSHE leader with the Principal 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.



## Role of 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.

## 9. CONFIDENTIALITY

Teachers conduct sex education lessons in a sensitive manner and in accordance with the schools safeguarding policy.

## 10. MONITORING AND REVIEW

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 and evaluate it by means of questionnaires 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. The Board of Directors will consider all such evaluations and suggestions before amending the policy. The Board of Directors remain ultimately responsible for the policy and will review it annually.

## RESOURCES

The materials on which we base our RSHE work are all diocesan approved:

### EYFS, KS1 and KS2

'Life to the Full' Primary Programme - Ten Ten

### KS3

'Life to the Full' Secondary Programme - Ten Ten

"How I am" published by the Diocese

"A time to live" text book published by Veritas

### KS4

'Life to the Full' Secondary Programme - Ten Ten

"Where I am" published by the Diocese

" Catholic Christianity" text book by Hodder Education

### KS5

"Who I am" published by the diocese

### KS3,4 &5

"Humane Vitae" - Saint Pope Paul VI encyclical