



# St Mary's RC Primary School

## Relationship, Sex and Health Education Policy

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### Introduction

St Mary's RC Primary School's Relationship, Sex, Health and Education (RSHE) policy is rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

### Pedagogical Principles

Our RSHE curriculum will be:

#### Progressive & Developmental

The learning will reflect each stage of the development of the person. It will be appropriate to the age and stage of development of children and young people during the different the phases of their education.

It will be continuous and developmental, so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

#### Differentiated

Our RSHE curriculum will be sensitive to the different needs of individual pupils and will be taught in a way that allows access to those pupils at different stages of cognitive and emotional development.

Learning and teaching methods will be adapted and specialist resources and training will be provided for those with particular needs.

Children with special educational needs and disabilities will not be withdrawn from RSHE because of lack of resources and training or to catch up in other subjects.

#### Cross-curricular

Teaching on relationships and sexuality will be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each will be informed by the other. Each discipline will speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

#### Integrated

Our curriculum will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils will hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSHE.

#### Co-ordinated

RSHE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

## Balanced

Our children will be offered a broad and balanced RSHE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

## Our Curriculum Framework: *Learning to Love*

In March 2017 the Catholic Bishops' Conference of England and Wales published *Learning to Love: An Introduction to Catholic Relationship and Sex Education (RSE) for Catholic Educators*. Our curriculum framework has been informed by *Learning to Love*. In a Catholic school all teaching about love and sexual relationships and the Catholic Church's teaching about what it is to be truly human in Christ and what it means to live well in relationship with others must be rooted in Gospel values (from which British values are derived). This curriculum framework is being offered to help schools deliver quality Relationships Education, Relationships and Sex Education and Health Education adhering to guidance from the Department for Education which states:

'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships... High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society'.

(Relationships Education, Relationships and Sex Education and Health Education DfE February 2019)

## The Structure of our RSHE Curriculum

The five core themes underpinning our RSHE Curriculum are:

**Moral** (this explores the individual)

Children will 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.

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

Children will 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 will 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.

\*They will learn the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation

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

Children will 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 will 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.

*\*some of this content will be shared with parents to deliver at home as per their parental wishes and parents have the right to withdraw their child from this aspect of the curriculum.*

## **Christian Virtue and RSE**

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that we seek to develop in our pupils, through exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

## Progress in RSHE Early Years to Upper Key Stage 2

### MORAL

	EYFS	KS1	LKS2	UKS2
Moral	I can: Say 'please' and 'thankyou'	I can: Be courteous, for example, remembering to say, 'please' and 'thank you' without prompting	I can: Be courteous, showing good manners at home and in school	I can: Be courteous in my dealings with friends and strangers
	Say 'sorry'	Be forgiving, able to say sorry to mend relationships	Be forgiving, able to say sorry and not hold grudges against those who have hurt me	Be forgiving, developing the skills to allow reconciliation in relationships
	Talk about the good things in my life	Give thanks for the good things in my life	Be grateful to others for the good things in my life	Demonstrate my gratitude to others for the good things in my life through words and actions
		Look after myself and show respect to others	Be respectful of myself and others, recognising differences	Be respectful of my own and others uniqueness, demonstrating respect for difference (Protected Characteristics)
		Be honest, able to tell the truth about my actions	Be honest, able to be truthful in my relationships with others	Be honest, striving to live truthfully and with integrity, using good judgement
	Be patient when I do not always get what I want straight away	Accept that I do not always get what I want	Accept that I do not always get what I want and show an awareness of why this is	Be self-disciplined and able to delay or even deny myself
	Show care for others	Be caring, aware of the needs of others	Be caring, aware of the needs of others and responding to those needs	Be compassionate, able to empathise with the suffering of others and displaying the generosity to help

## SPIRITUAL

	EYFS	KS1	LKS2	UKS2
Spiritual	I know: That I am made by God	I know: That I am special because I am made and loved by God	I know: That life is precious and given by God	I know: That we are all children of God and made in God's image and likeness
	That God loves me and I can talk to God through prayer	That prayer is listening to God as well as talking to Him	That I can spend time with God in prayer by myself and with others which helps me in life	That prayer and worship nourish my relationship with God and support my relationships with others
	That Jesus cares for me and I am part of God's family	That Catholics belong to the Church family and that Jesus cares for all	That belonging to the Church family means that I should love other people in the same way as Jesus does	That the Church is the Body of Christ in the world and what Church teaching says about showing love for others (Catholic Social Teaching)
	That Jesus tells us to love one another	That Jesus tells us to forgive one another	That following Jesus' teaching on forgiveness can help me in my relationships my friends	The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus' teaching on forgiveness
	What I am good at	That I have individual gifts, talents and abilities, given by God	That God wants me to use my individual gifts, talents and abilities	That each person has a purpose in the world and that God has created me for a particular purpose which involves commitment and self-giving (vocation)

## PHYSICAL

	EYFS	KS1	LKS2	UKS2
Physical	I know: That I am living and growing	I know: That babies change and grow and that there are life stages from conception to death	I know: That my body is changing as I grow and some of the changes that occur throughout life	I know: The changes that occur at each stage of a human being's life (including childhood, adolescence, adulthood, old age) and specifically the changes which occur during puberty
	That a baby grows inside its mother's womb before birth	That a baby moves as it grows in its mother's womb	How a baby grows and develops in its mother's womb	About the week by week development of the baby in its mother's womb
	I can: Identify living things	I can: Identify the needs of people and other living things	I can: Describe the needs of people and other living things, including the need to reproduce	How human life is conceived in the womb, including the language of sperm and ova and about the nature and role of menstruation in the fertility cycle
	Name similarities and differences between myself and others	Describe the similarities and differences between different people (general)	Describe the similarities and differences between girls and boys (specific) and correctly name the main external parts of the male and female body and their functions	About the differences between boys and girls with regard to puberty and reproduction
	Keep clean by washing and drying my hands	Say what I should do to keep my body healthy, (exercise, food, teeth, sleep, keeping clean)	Describe a healthy life-style, including physical activity, dental health, healthy eating, sleep and hygiene	About the impact that poor lifestyle choices can have on my health including physical activity, dental health, healthy eating, sleep, hygiene, drugs and alcohol. The facts and science relating immunisation and vaccination
		Describe how to keep safe in the sun	Describe how and why to keep safe in the sun	About the impact of unsafe exposure to the sun and how to reduce the risk of sun damage

## EMOTIONAL

	EYFS	KS1	LKS2	UKS2
Emotional	I know: What I like and dislike	I know: That we all have different likes and dislikes	I can: Confidently say what I like and dislike	I can: Be confident in my relationships with my peers in various situations, including online
		That how I act can have consequences	I know: That some behaviour is unacceptable	I know: That some behaviour is unacceptable, unhealthy or risky
	I can: Say how I feel at different times	I can: Name happy and sad times in my life	I can: Describe the wider range of my feelings	I can: Describe how my emotions may change and intensify as I grow and move through puberty
			Describe changes that happen in life e.g. loss, separation, divorce and bereavement	Describe some of the varied emotions that accompany the changes that happen in life, e.g. loss, separation, divorce and bereavement
		Manage my feelings and behaviour	Cope with natural negative emotions and show resilience following setbacks	Show resilience and manage risk in order to resist unacceptable pressure and show determination and courage when faced with new challenges
		Talk about my mood and know that how I am feeling is a normal part of daily life	Describe some ways to maintain good mental health (exercise, diet, sleep, company)	Describe the impact that poor lifestyle choices can have on mental health and how exercise, fresh air, company (Including helping others), hobbies, good diet and sleep can support mental well-being.

## SOCIAL

	EYFS	KS1	LKS2	UKS2
Social	I know: Who can help me in school	I know: Who to go to if I am worried or need help	I know: That I can go to a number of different people for help in different situations.	I know: That there are a number of different people and organisations I can go to for help in different situations and how to contact them
	That I belong to a family and can name my family members	That healthy families love, care and protect one another and that there are different family structures and these should be respected.	That there are different types of relationships including those between acquaintances, friends, relatives and family	About the importance of living in right relationship with the range of national, regional, religious and ethnic identities in the United Kingdom and beyond , respecting diversity
	When people are being unkind to me and others and how to respond	That there are different types of teasing and bullying which are wrong and unacceptable and how to respond	What bullying is (including cyber-bullying) and how to respond	How to report and get help if I encounter inappropriate materials or messages
		How my behaviour affects other people and that there are appropriate and inappropriate behaviours	That not all images, language and behaviour are appropriate	How to use technology safely
		Recognise the characteristics of positive and negative relationships	The difference between good and bad secrets	How to make informed choices in relationships
		How to use simple rules for resisting pressure when I feel unsafe or uncomfortable	How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online	That my increasing independence brings increased responsibility to keep myself and others safe



	EYFS	KS1	LKS2	UKS2
	I can: Identify special people (family, carers, friends) in my life	I can: Recognise what makes people special	I can: Show care and concern for the special people in my life	I can: Show care and concern for the special people in my life and put their needs before my own
	Show friendly behaviour towards others	Be friendly and can make friends	Be friendly, able to make and keep friends.	Be loyal, able to develop and sustain friendships
		Recognise that I belong to a variety of communities locally, nationally and globally	Show concern for the communities to which I belong , aware that my behaviour has an impact upon them	Be just and fair, acting with integrity to show understanding of the impact of my actions locally, nationally and globally
	Ask questions about the wider world	Show awareness of differences between my life and others in the wider world	Identify injustices in the wider world	Speak out about injustice in the wider world and what I can do to help
		Get adult help if someone is hurt	Make a clear and efficient call to emergency services if necessary	Describe some basic first-aid, dealing with common injuries