**ST JULIE CATHOLIC PRIMARY SCHOOL**

**ECCLESTON**



Relationships, Sex and Health Education (RSHE) Policy

**ST JULIE CATHOLIC PRIMARY SCHOOL**

**MISSION STATEMENT:**

***A caring, family school where we learn, grow******and walk in the footsteps of Jesus.***

In consequence of our school mission it is a fundamental aim of St. Julie’s to be an inclusive school. To be a school which: -

* Has a sense of community
* Provides equal opportunities
* Offers partnership between school parents and parish
* Reflects upon the teachings of Christ and puts them into practice
* Values all members of the school community
* Its members show respect for themselves and each other
* Is a caring community.

We define an inclusive school as one where…

* Everyone, irrespective of age, gender, ability or disability, race or religion is encouraged and given equal opportunity to participate in the full life of the school,
* All members of the school community are given the opportunity and support to achieve their true potential,
* All members of the school community, and the contributions they make to the life of the school, are valued and where everyone is treated with mutual respect, care and consideration, and
* Everyone feels empowered to play a full an effective role in the school.

**Rationale**

***‘I have come that you might have life and have it to the full’***

*(Jn.10.10)*

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our school. Our approach to Relationship, Sex and Health Education therefore is rooted in the Catholic Church’s teaching of the human person and is presented positively and prudently.

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 at St. Julie’s will therefore be placed firmly within the context of relationship as it is there that sexuality grows and develops.

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship, Sex and Health Education (RSHE), are all underpinned by a theology of relationship and are all encompassed in the title ‘Relationships, Sex and Health Education’ (RSHE).

Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically, and physically towards our understanding of Christian maturity.

Relationship, Sex and Health Education will be in accordance with the Church’s moral teaching. It will emphasise the central importance of relationships, marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever kind of household they come from and support will be provided to help pupils deal with different sets of values.

**Aims of Relationship, Sex and Health Education (RSHE)**

St Julie’s Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2021 which meets the ethos of its Catholic mission and identity.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school’s provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today’s world.

Our School’s mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship, Sex and Health Education (RSHE), using the recommended resource ‘Journey In Love 2020’, we believe that we can promote the development of the whole child, so that children can grow in wisdom and stature, understanding the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

The other aspects of the Statutory curriculum intent will be met by using a cross curricular approach. There are many opportunities throughout the curriculum, but the subjects most involved in providing discrete opportunities for teaching and learning of the RSHE curriculum are RE, though the Come and See programme, PSHE, using the PSHE Association scheme of work, Science and computing.

**The Purpose**

The aims of Relationship, Sex and Health Education (RSHE) at St Julie’s are to:

 • Provide a framework in which sensitive discussions can take place.

• Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.

• Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

 • Create a positive culture around issues of sexuality and relationships.

• Teach pupils the correct vocabulary to describe themselves and their bodies

**Statutory Requirements**

At St Julie’s, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

 In teaching Relationship, Sex and Health Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996

This is statutory guidance from the Department for Education Equality Act 2010.

**Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Staff involved included; Anne Hodgson (HT), Helen Slocombe (DHT), Helen McCahey (RE&RSHE lead) and Jane Ashcroft (PSHE lead). All DfE guidance and local Liverpool Archdiocese guidance was used to inform policy.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – due to Covid restrictions, parent consultation was completed online. Parents were invited to complete an online survey and there was then an opportunity for parents who had requested further information to communicate with a member of SLT to discuss any further issues. The policy was also sent to link Governors and the Chair of Governors prior to ratification.

4. Pupil consultation – through pupil voice questionnaires we investigated what pupils understood about the RSHE curriculum, what they value and how we could develop the subject further.

5. Ratification – after consultation, the policy was an agenda item at a meeting of the full governing body and ratified

**Definition**

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

**Curriculum**

 We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents Relationship Sex Education will be covered using the Archdiocesan recommended resource ‘Journey In Love’ 2020 this includes \*sexual intercourse at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

After considering the needs of our pupils, taking into account Public Health England’s Intelligence Team’s report for the local area of St Helens, it was decided by the Senior Management Team that we would use the PSHE Association Programme of work for PSHE. The PSHE lead (J. Ashcroft) worked closely with the RSHE lead (H. McCahey) to map out a ‘Personal Development’ curriculum map for each year group to ensure that the PSHE and RSHE curriculum worked in conjunction with other core and foundation subjects to provide a broad and well matched curriculum for the pupils in our care.

Subject leads have also consulted with our Pastoral Team to ensure that additional sessions are provided (e.g. NSPCC ‘Talking Pants’). This is completed on a class-by-class basis so that the level of the content can be tailored to meet the needs of the children in that class, in an age and stage appropriate manner

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online. Staff are encouraged to delay answering pupil’s questions if they are unsure of the answer and to consult with RSHE and PSHE subject leads and/or a member of the Senior Leadership Team. They will provide support to the class teacher in the form of correct subject knowledge and terminology in the light of our Catholic ethos and can also provide support in working with the child if it is deemed necessary or requested by the class teacher.

**Delivery of Relationship, Sex and Health Education (RSHE)**

 Relationship and Sex Education (RSE) is taught both discrete and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science, Computing and Physical Education. There are other subjects in our curriculum which will contribute to the RSHE curriculum, these are outlined in the Personal Development Curriculum Maps in the Appendix.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

• Families and people who care for me.

 • Caring friendships.

• Respectful relationships.

• Online relationships.

**Being safe.**

These areas of learning are taught within the context of ‘family life’ and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training

**Equal Opportunities**

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

**Roles and Responsibility**

 **The Governing Body**

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

**The headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6\* (see right of withdrawal)

**Staff**

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

**Staff are responsible for:**

• Delivering RSHE in a sensitive way.

• Modelling positive attitudes to RSHE.

 • Monitoring progress.

• Responding to the needs of individual pupils.

• Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

**Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

**Parents’ right to withdraw**

Parents have the right to withdraw their children from the non-statutory sexual intercourse component of sex education in Year 6.

Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

 Parents do not have the right to withdraw their children from Relationships Education 2020.

**Monitoring arrangements**

The delivery of RSHE is monitored by Helen McCahey and the Senior Leadership Team through learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires. Pupils’ development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be agreed annually by the governors and reviewed every three years.

**Resources**

 Journey in Love

PSHE Association

Purple Mash (Online Safety)

The Underwear PANTS Rule www.nspcc.org.uk

**Outside Agencies**

The expertise of outside agencies will be used appropriately to support but not at the expense of the school’s delivery.

**Safeguarding Procedures**

The school has procedures to deal with any sensitive issues or children thought to be vulnerable. Staff will pass on any concerns of this nature to the designated child protection officer in school.

**The role of Parents**

The Church has always recognised that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.

The Governing body fully subscribes to the views expressed by the Bishops’ Conference and will always ensure that:

* Parents are supported in their task.
* Parents are consulted and kept informed of the RSHE Programme; its contents, evaluation and review and any subsequent developments.

**Monitoring and Review**

This policy will be monitored annually by the RSHE Co-ordinator and will be reviewed annually by the Governing Body. Parents will be consulted before any proposed changes.