# Relationship, Sex and Health Education Policy

**Current Leader:** Miss Pimblett

**Review Schedule: Annual**

# Prayer and Liturgy Policy

## St Paul and St Timothy's Catholic Infant School

This Prayer and Liturgy Policy has been approved and adopted by the governing body on ******** and will be reviewed annually

Signed by the Chair of Governors: *M Thompson*

Signed by the Headteacher: *J Griffin*

*St. Paul and St. Timothy's Catholic Infant School Mission Statement*

**Love, Learn, Believe, Achieve in the spirit of Jesus**

At St. Paul and St. Timothy's Catholic Infant School, we celebrate the individual differences and gifts that God has blessed each and every one of us with.

*"The mission of schools … is to develop an understanding of all that is true, good and beautiful."*

"An inclusive education finds a place for all."

"Educating is an act of love; it is like giving life." *(Pope Francis)*

We believe each new day brings the opportunity to express our love for God and one another. We provide a supportive, yet challenging, learning environment where each individual is able to develop their abilities and gifts. Our school is a place where children and adults can express their belief in God; develop belief in themselves and others. We believe everyone in our school community can achieve, whatever their ability. Each achievement is as unique as each individual and all are celebrated. We aspire to equip all in our school community to proclaim the Good News and "live life to the full".

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## 1. Our Rationale

In this policy, the Governors and teachers, in partnership with their Diocesan Schools' Service, pupils and parents set out their intentions about Relationships and Sex Education (RSE). We set out our rationale for and approach to, relationships and sex education here at St Paul and St Timothy's Catholic Infant School.

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 RSE 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 Department for Education (DfE) Government, RSE will be firmly embedded in the Personal, Social, Health and Economic (PSHE) and Relationship, Sex and Health Education (RSHE) frameworks. It is concerned with nurturing human wholeness and is 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 RSE 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. It will also prepare pupils for life in modern Britain.

## 2. Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage, and family life. It also 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:

- *Faithfulness and Fruitfulness*
- *Chastity and Integrity*
- *Prudence*
- *Mercy and Compassion*

## 3. Policy Aims & Objectives

Our Mission Statement "Love, Learn, Believe, Achieve in the spirit of Jesus" commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional), and we believe that RSHE including PSHE and 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:
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.

**Objectives**

- Reverence for the gift of human sexuality and fertility.
- 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 bodily natures.
- Responsibility for their own 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, self-giving love.
- Recognising the importance of marriage and family life.
- Fidelity in relationships.

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

- Making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments. Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse, and bullying.
- Managing emotions within relationships, and when relationships break down, with confidence, sensitivity, and dignity.
- 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.
- Being patient, delaying gratification, and learning how to love chastely.
- Assessing risks and managing behaviours to minimise risks to health and personal integrity.

**To know and understand:**

- The Church's teaching on relationships, marriage and family life.
- The centrality and importance of virtue in guiding human living and loving.

## 4. Defining RSE & Statutory Framework

The DfE guidance states that, *"children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships"*. High-quality RSE promotes their *"moral, social, mental and physical development"* and cultivates *"positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness"*.

It is about the development of the pupil's knowledge and understanding 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.

**Primary Focus**

Teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children to grow into kind, caring adults who respect others and know how to keep themselves safe. This includes families and the people who care for me, caring friendships, respectful relationships, online relationships, and being safe.

**Statutory Requirements**

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

## *5*. Inclusion, Equality, and Balance Inclusion and Adaptive Learning

We ensure RSE is sensitive to the different needs of individual pupils in respect to their different abilities, levels of maturity, and personal circumstances (such as sexual orientation, faith, or culture) and is taught in a way that does not subject pupils to discrimination.
Lessons will help children to realise the nature and consequences of discrimination, teasing, bullying, and aggressive behaviours (including cyber-bullying), and the use of prejudice-based language. Pupils with specific physical or intellectual challenges will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding, and skills within their capacity.

**Equalities Obligations**

The Governing Body has wider responsibilities under the Equalities Act 2010 and ensures that our school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion, sexual orientation, or whether they are looked-after children.

**A Balanced Curriculum**

While promoting Catholic values and virtues 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 receive clear scientific information and cover legal aspects pertaining to RSE. Knowing about facts and exploring differing viewpoints is not the same as promoting behaviour and is fully compatible with our school's promotion of Catholic teaching.

## *6*. Implementation, Strategies, and Assessment

- The three aspects **PSHE**, **RSHE** and **RSE**—attitudes and values, knowledge and understanding, and personal and social skills—will be provided in the following inter-related ways:

- We have adopted the TEN: TEN Life to the Full Plus Scheme of Work EYFS-KS1.

- Deliver PHSE/RSHE through wider curriculum links especially through RE, Computing- online safety, Science & Catholic Life.

- Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey in Love' 2020

- Pol-Ed resource to complement our resources. Provided by Merseyside Police, linked to the DfE statutory guidance and PSHE Association Programme of Study.

**Teaching Strategies**

All lessons are delivered within a secure classroom environment using diverse, active teaching methods:

- Establishing ground rules and utilising distancing techniques
- Class discussions, brainstorming and values clarification exercises
- Project-based learning and personal reflection
- Experiential and active learning formats
- Group work and role-play
- High-quality film and video resources

**Assessment of Learning**

Pupils' learning and progress in RSHE will be assessed through a variety of formative and summative methods. This includes pupil self-assessments and peer evaluations. Teachers will monitor the acquisition of knowledge and the development of social skills against the core objective frameworks mapped out for each year group.

## 7. Roles and Responsibilities School Governors

- Draw up the RSE policy in explicit consultation with parents and teachers.
- Ensure that the policy is readily available to parents and meets all statutory requirements.
- Ensure the policy is harmonised with other whole-school policies (e.g. SEND, Safeguarding) and mirrors our Catholic beliefs.
- Ensure parents are fully informed of their statutory right to excuse their children.
- Establish a dedicated link governor to share in the monitoring and evaluation of the programme, including the resources used.

**Headteacher**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for formal liaison with the Governing Body, parents, the Diocesan Schools' Service, Academy Trustees (where appropriate), the Local Authority, and relevant external health agencies.

**PSHE/RSE Co-ordinator**

The co-ordinator, alongside the Headteacher, holds general responsibility for supporting staff in policy implementation. They provide strategic leadership in the dissemination of RSE information, coordinate

in-service training (CPD), and are supported by the curriculum deputy and the Designated Safeguarding Lead (DSL).

### All Staff

RSHE/PSHE & RSE are whole-school subjects. All teachers have a responsibility of care; as well as fostering academic progress, they must actively contribute to the guardianship and guidance of the physical, moral, and spiritual well-being of their pupils. Teachers are expected to teach RSE in accordance with the Catholic ethos of the school. All staff have been included in the development of this policy and must remain aware of how it dictates classroom delivery and professional conduct. Staff serve as vital role models of healthy, respectful relationships.

### External Visitors

Outside agencies and health specialists may be called upon to assist in delivering aspects of RSE. These visits will always complement the current programme and never substitute or replace teacher-led sessions. All external visitors must be clear about their role and adhere to our code of practice, developed in line with the Catholic Education Service (CES) guidance *'Checklist for External Speakers to Schools'*. Health professionals must follow this policy, utilising ground rules and distancing techniques to minimise inappropriate disclosures while ensuring all teaching is rooted in Catholic principles.

## 8. Classroom Safety, Sensitive Issues, and Safeguarding Managing Controversial and Sensitive Issues

The Governors are committed to ensuring that RSHE is taught within a safe, caring and positive environment, rooted in the Catholic belief that every child is created and loved by God and should be treated with dignity and respect.

Children will be encouraged to ask questions and talk about their learning in an atmosphere of trust and respect. Teachers will respond to questions honestly, sensitively and in language that is appropriate to the age, understanding and stage of development of our infant children.

Clear, age-appropriate ground rules will be established so that children understand the importance of listening to others, being respectful and kind, and not sharing personal or private information during whole-class discussions.

Where sensitive issues arise, staff will respond with care and sensitivity, taking account of the child's age and individual needs while remaining consistent with the teachings and values of the Catholic Church. RSHE will provide children with a safe and supportive context in which they can develop their understanding of relationships, their bodies, feelings, personal safety and respect for themselves and others.

**Handling Inappropriate or Personal Questions**

Children are naturally curious and may sometimes ask questions that are personal, sensitive or not appropriate to answer within a whole-class setting. Teachers will use their professional judgement when responding and will ensure that answers are appropriate to the child's age and level of understanding.

Where appropriate, a teacher may explain that a question is better discussed individually or with the child's parent or carer. Staff will not encourage children to disclose personal or private experiences during class discussions.

If a child's question, comment or behaviour raises a concern about their safety or wellbeing, staff will respond in accordance with the school's safeguarding and child protection procedures. Any disclosure or safeguarding concern will be reported promptly to the Designated Safeguarding Lead in line with school policy.

**Supporting Children at Risk & Safeguarding Disclosures**

Effective RSE discussions highlight what is and is not appropriate in relationships, which can occasionally trigger a safeguarding disclosure. Distance techniques are utilised to protect privacy, but teachers must remain highly vigilant.

**Critical Safeguarding Directive:**
Where a teacher suspects that a child or young person is a victim of, or is at risk of abuse, they are required to bypass standard classroom protocols, follow the school's Safeguarding Policy implicitly, and immediately inform the Designated Safeguarding Lead (DSL).

**Confidentiality and Advice**

Teachers cannot offer unconditional confidentiality to pupils regarding matters that are illegal or involve abuse. If confidentiality must be broken, teachers will explain to the pupil that they must inform appropriate authorities (e.g., parents, Headteacher, DSL) but will always inform the pupil first before taking that action. Pupils will always be encouraged to talk to their parents or carers about the issues discussed in the programme.

## *9*. Parents and Carers

We recognise that parents and carers are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents in this duty. The school supports parents by providing materials to be shared at home and running parent workshops. Parents must be consulted before this policy is ratified by governors, and they will be included in ongoing monitoring, review, and evaluation.

**The Right to Withdraw / Be Excused**

Parents continue to have the right to withdraw their children from **Sex Education** elements of the curriculum (which are taught in KS2), *except* for those components required by the statutory National Curriculum Science orders. There is no right to withdraw from **Relationships Education**.

Should parents wish to exercise this right, they are asked to formally notify the school by contacting the Headteacher.

## 10. Monitoring & Review

The next scheduled review date for this policy is September 2027