



ST. ALBAN'S

CATHOLIC PRIMARY SCHOOL

LEAD THE WAY

RSHE Policy

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| Policy Agreed: | November 2022 |
| Next Review: | November 2023 |

GENERAL PRINCIPLES/INTRODUCTION

The Governing Body of St. Alban's Catholic Primary School, believes that Relationship, Sex and Health Education (RSHE) is an essential part of a holistic education. They believe that its focus is the individual, unique creation of each individual by God, made in His own image and likeness. Through RSHE, children come to understand more about themselves, others and the beauty of Creation.

Working with Parents/Carers

As set out in the Baptism Rite, schools recognise that parents/carers are the first and foremost educators of their children.

We accept that the new curriculum has been made compulsory from September 2020. We are now following and teaching this new curriculum.

Parent/carers have the right to withdraw their children from elements of sex education that are not in line with the National Curriculum for Science.

Parents /carers may not remove their children from any elements of Relationships Education and Health Education that we teach through PSHE.

All puberty and sex education lessons are taught at St. Alban's through the Science National Curriculum. When the children reach Year 5 and 6, the community nurse will come in and develop puberty and sex education. Parents will be informed of this before it happens and can have access to all materials that will be used.

We have **not** made any changes to our Science curriculum.

We also recognise that good communication and consultation with parents/carers is vital. Parents are invited to review the school's policy and view all materials used to deliver RSHE annually. Support in talking to their children will be offered to parents/carers where necessary and if requested.

Aims of Relationship, Sex and Health Education (RSHE)

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect similarities and differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To offer sex education supported by the school's wider curriculum for personal, social and health education.
- To be able to know their body, learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of their body is associated with each sense. Include the introduction of genitals if agreed after consultation with parents/carers and describe the changes as humans develop to old age.
- To ensure that pupils are prepared for puberty and the opportunities, responsibilities and experiences that adult life will bring.
- To ensure that pupils know how to keep themselves safe, can protect themselves and ask for help and support when needed.
- To help pupils to develop a healthier, safer lifestyle.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

Delivery of RSHE

The delivery of RSHE shall take an integrated approach. This means that we intend to make cross curricular links and embed the teaching of RHSE into the wider context of the school's, Personal, Social and Health Education (PSHE) and our Religious Education programme (Come & See).

All pupils will be taught the significant aspects of RSHE that remain as statutory elements of the National Curriculum for Science. Parents are **unable** to withdraw pupils from these statutory sessions.

Teaching of RSHE will be inclusive and we will ensure differentiation due to the sensitivity and different needs of individual pupils. The teaching of RSHE will respect all pupils' different abilities, their levels of maturity and their personal circumstances e.g. sexual orientation, faith and culture.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, in particular those protected characteristics listed under the Equalities Act 2010.

Key Stage 1 (5-7)

Statutory

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and Guidance (non-statutory)

- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog;

lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.

- Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 2 (7 - 11)

Statutory

- Describe the changes as humans develop to old age.

Notes and Guidance (non-statutory)

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Statutory

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Notes and Guidance (non-statutory)

- They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.

Assessment and Recording

The programme will be assessed, monitored and evaluated by the RSHE Coordinator. In accordance with the school's monitoring and evaluation policy, pupils are given the opportunity for self-evaluation at an age appropriate level.

Dealing with sensitive issues and responding to questions

Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents/carers if appropriate.

Teachers should never feel pressured to discuss their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

Roles and Responsibilities

Safeguarding Procedures

The school has procedures and policies in place to deal with any sensitive issues or pupils thought to be vulnerable. All staff will pass on any concerns of this nature to the designated child protection officer in school.

Parents

The school recognises that parents/carers are the primary educators of their children and will seek to support them in their task. It will ensure that parents/carers are consulted with and kept fully informed of what is happening in RSE in terms of content, delivery, timing and evaluation.

Governors

In accordance with the Education Act of 1993 the Governing Body has the responsibility to regularly update the school's policy for RSHE, in consultation with parents/carers and will make copies available to them.

They will make known to parents/carers their right to withdraw their children from the sex education part provided at school, except for those parts included in the statutory National Curriculum for Science.

There will be a named Foundation Governor to aid the implementation and development of the RSHE programme.

Teachers

All teachers have a responsibility of care; as well as fostering academic progress they will actively contribute to the guidance of the physical, moral, spiritual well-being of their pupils. Teachers will be expected to teach RSHE in accordance with the Catholic ethos of the school. Appropriate training has been made available to all staff teaching RSHE and will continue to be reviewed and developed.

Programme

St Alban's Catholic Primary School has agreed to follow the programme 'A Journey in Love' as recommended by the Diocese of Arundel & Brighton alongside our trained RSHE Coordinators Mrs Martin and Miss Daly and Foundation Governor Fr Marco Villani.

Teaching will be whole class, mixed gender learning, with the opportunities for a separate boys and girls forum to facilitate the needs of the individual child if necessary or requested.

Children with Special Educational Needs and disabilities (SEN - D) will have support in varying ways depending upon their individual needs and in consultation with their parents/carers.

Monitoring and Evaluation

This policy will be monitored annually by the RSHE Coordinator and reviewed annually by the Governing Body. Parents/carers will be consulted with, if any changes or adaptations are proposed.

Diocese of Arundel & Brighton Recommended resources

A Journey in Love - Sr Jude Groden RSM and contributors McCrimmons

A Journey in Love supporting DVD McCrimmons

[www.mccrimmons.com/shop/books/a- journey-in-love--volume-1--book](http://www.mccrimmons.com/shop/books/a-journey-in-love--volume-1--book)

DVDs, CDs and any other programme(s) not listed here are not in accordance with diocesan policy and should not be used.