



Guardian Angels Catholic Primary School

RHE Policy

Date Written	November 2023
Date Agreed	
Chair of Governors (Signature)	Mary Higgins
Head Teacher (Signature)	Helen Milligan
Date for review	November 2025

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education across the school.

Implementation and Review of Policy will take place after consultation with the Governors.

Dissemination

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the RHE curriculum will also be published on the school's web site.

DEFINING RELATIONSHIP AND SEX EDUCATION

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 RSE 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)."

STATUTORY CURRICULUM REQUIREMENTS

As of September 2020, we are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

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 DFE (and the Welsh Assembly Government) RSE 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 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.

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 the 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, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RSE

Guardian Angels is committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that 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

To develop the following attitudes and virtues:

- 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 and so developing the ability to assess pressures and respond appropriately
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE 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. (In looking at these questions, it is important to draw links to the

school's inclusion policy). EQUALITIES OBLIGATIONS The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives 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.

BROAD CONTENT OF RSE

There are three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills. To ensure Guardian Angels covers the statutory requirements for RHE in line with the teachings of the Catholic Church, the school will be following the programme titles, 'Life to the Full' produced by TenTen alongside the Diocese. These aspects will be explored across three core themes called Created and loved by God, Created to love others and Created to live in community. **These units will be covered in EYFS, Year 2, Year 4 and Year 6.** These units have been mapped against our current PSHE programme, Jigsaw. The units covered in each programme can be found below.

Life to the Full Programme

As RSE will become a statutory subject for all schools from September 2020, we are embracing "the challenges of creating a happy and successful adult life" by giving pupils knowledge "that will enable them to make informed decisions about their wellbeing, health and relationships" (DFE Statutory Guidance).

Ten Ten's programme for Catholic primary schools, Life to the Full, will teach Relationships Education and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

Life to the Full is a scheme of work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. It is taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life. The programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created chosen and loved by God. The programme is fully inclusive of all pupils and their families

(Ten:Ten Resources)

We acknowledge that every area of school life can potentially contribute to RSE as the school, of its very nature operates through positive human relationships. We recognise value and greatly appreciate the contribution made by all members of staff in deepening the quality of our Christian community. Teachers will use their professional judgement when addressing issues in RSE. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS *Life to the full will be used alongside Jigsaw in EYFS	Being Me in the World (6 sessions) Who...Me? How am I feeling Today Being at School Gentle hands Our Rights Our Responsibilities	Celebrating Difference (6 Sessions) What am I good at? I'm Special, I'm Me! Families Houses and Homes Making Friends Standing up for yourself	Dreams and Goals (6 Sessions) Challenge Never giving up Setting a goal Obstacles and Support Flight to the future Footprint awards	Revisit missed units	Healthy Me (6 Sessions) Everybody's Body We like to move it, move it! Food, Glorious Food Sweet Dreams Keeping Clean Stranger Danger	Relationships (6 Sessions) My family and me! Make friends never break friends Falling out and bullying (part 1) Falling out and bullying (part 2) Being the best friend, we can be
Year 1	Being Me in the World (6 sessions) Special and safe My class Rights and responsibilities Rewards and feeling proud Consequences Owning our learning	Celebrating Difference (6 Sessions) The same as.. Different from.. What is bullying? What do I do about bullying? Making friends Celebrating difference	Dreams and Goals (6 Sessions) Goals Setting goals Achieving together Tackling New Challenges Overcoming obstacles Celebrating my success	Revisit missed units	Healthy Me (6 Sessions) Being healthy Healthy Choices Clean and Healthy Medicine Safety Road Safety Happy, healthy me.	Relationships (6 Sessions) Families Making friends Greetings People who help me Being my own best friend Celebrating relationships
Year 2	Life to the Full – Module 1, Units 2-4 (6 Sessions) I Am Unique (Me) Girls & Boys Clean & Healthy Feelings, Likes, Dislikes Feelings Inside Out Super Susie Gets Angry	Celebrating Difference (5 Sessions) Stereotypes Boys and girls Why does bullying happen? Standing up for myself Gender Diversity	Life to the Full – Module 2 units 2-3 (7 sessions) Treat Others Well... ...And Say Sorry Being Safe Good Secrets & Bad Secrets Physical Contact Harmful Substances	Revisit missed units	Healthy Me (6 Sessions) Keeping my body healthy Being relaxed Medicine safety Healthy eating Happy me	Life to the Full – Module 3 units 1-2 (3 sessions) Three in One Who is my Neighbour? The Communities We Live In
Year 3	Being Me in the World (5 sessions) Getting to know each other Our nightmare school Our dream school Rewards and consequences Responsible choices	Celebrating Difference (5 Sessions) Families Family conflict Witness and feelings Witness and solutions Words that harm	Dreams and Goals (5 Sessions) Dreams and goals Ambitions New challenges Achieving a challenge Overcoming obstacles	Revisit missed units	Healthy Me (5 Sessions) Being fit and healthy Being fit and Healthy What do I know about drugs? Keeping safe Safe or unsafe	Relationships (5 Sessions) Family roles and responsibilities Friendships Keeping safe online Being a global citizen 1 Being a global citizen 2
	Kiva (2 Sessions) Let's get to know each other Emotions	Kiva (2 sessions) Everyone is included Difference is richness	Kiva (2 sessions) There's no bullying at a KiVa school We will not join in on bullying	Kiva (2 sessions) The bullied child needs your support I will not be bullied	Kiva (2 sessions) Literature lesson The KiVa contract	
Year 4	Life to the Full – Module 1, Units 2-4 (7 Sessions) We Don't Have To Be The Same Respecting Our Bodies What is Puberty? Changing Bodies What Am I Feeling? What Am I Looking At? Life Cycles	Celebrating Difference (5 Sessions) Judging by appearances Understanding influences Understanding bullying Problem solving What is special about me?	Life to the Full – Module 2 units 2-3 (6 sessions) Friends, Family & Others When Things Feel Bad Sharing Online Chatting Online Safe in My Body Drugs, Alcohol Tobacco	1 session - girlfriends and boyfriends from Relationships	Healthy Me (5 Sessions) My friends and me Group dynamics Smoking Alcohol Peer pressure	Life to the Full – Module 3 units 1-2 (3 sessions) Trinity House What is the Church? How Do I Love Others?

	Kiva (2 Sessions) Let's get to know each other Emotions	Kiva (2 sessions) Everyone is included Difference is richness	Kiva (2 sessions) There's no bullying at a KiVa school We will not join in on bullying	Kiva (2 sessions) The bullied child needs your support I will not be bullied	Kiva (2 sessions) Literature lesson The KiVa contract	
Year 5	Being Me in the World (5 sessions) My year ahead Being a citizen of my country Year 5 responsibilities Rewards and consequences behaviour	Celebrating Difference (5 Sessions) Different cultures Racism Rumours and name calling Types of bullying Does money matter?	Dreams and Goals (5 Sessions) When I grow up.. Jobs and Careers My Dream Job Young people in other cultures How can we support each other?	1 session - influence of online and media on body image from Changing me	Healthy Me (5 Sessions) Smoking Alcohol Emergency Aid Body Image My relationship with food	Relationships (5 Sessions) Recognise me Safety with online communities Being in an online community Online gaming Screen time
	Kiva (2 Sessions) Respect is for everyone In a group	Kiva (2 sessions) Recognise bullying Hidden forms of bullying	Kiva (2 sessions) Consequences of bullying Group involvement in bullying	Kiva (2 sessions) Confronting bullying as a group What to do if I get bullied	Kiva (2 sessions) KiVa School How are we doing?	
Year 6	Life to the Full – Module 1, Units 2-4 (7 Sessions NOT MAKING BABIES 2) Gifts and Talents Girls' Bodies Boys' Bodies Spots and Sleep Body Image Peculiar Feelings Seeing Stuff Online	Celebrating Difference (5 Sessions) Am I normal? Understanding Differences Power Struggles Why bully	Life to the Full – Module 2 units 3 (6 sessions) Sharing Isn't Always Caring Cyberbullying Types of Abuse Impacted Lifestyles Making Good Choices Giving Assistance	1 session - Mental Health lesson from relationships	Healthy Me (5 Sessions) Taking responsibility for my health Drugs Exploitation Gangs Emotional and Mental Health	Life to the Full – Module 3 units 1-2 (3 sessions) The Trinity Catholic Social Teaching Reaching Out
	Kiva (2 Sessions) Respect is for everyone In a group	Kiva (2 sessions) Recognise bullying Hidden forms of bullying	Kiva (2 sessions) Consequences of bullying Group involvement in bullying	Kiva (2 sessions) Confronting bullying as a group What to do if I get bullied	Kiva (2 sessions) KiVa School How are we doing?	

Significant aspects of sex and relationship education remain part of the National Curriculum for Science. These will be taught to all pupils. (Parents are unable to withdraw pupils from such lessons.)

Key Stage 1 (5-7)

- That humans move, feed, grow, use their senses and reproduce;
- To name the main external parts of the body;
- That humans grow from babies into children and then into adults, and that adults can produce babies;
- To recognise similarities and differences between themselves and other pupils

Key Stage 2 (7 – 11)

- That the life processes common to humans and all animals include nutrition, growth and reproduction
- The main stages of the human life cycle.

Teaching strategies on teaching RHE will include:

- establishing ground rules
- distancing techniques

- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

Assessment

Pupils learning in RHE will be assessed through start and end of unit assessments provided through the Life to the Full programme

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be given access to the 'Parent Portal' where they are able to view the resources used by the school in the RSE programme as well as a designated 'RHE' area of the school website.

Our Online Parent Portal contains:

- An overview of the programme, "Life to the Full"
- Guidance for parents on the content of lessons
- Activities that can be undertaken at home to support the delivery of the programme

Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs. Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher.

The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching 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 also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with subject coordinators of relevant curriculum subjects which include science, religious education, physical education, RSE and PSHE. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school, on occasion, will call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always compliment the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice and should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;

- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-Ordinator

The co-ordinator with the head teacher 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 RSE and the provision of in-service training. They may also be supported by the curriculum deputy and the member of staff with responsibility for child protection and safeguarding.

All Staff

RSE 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 RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. 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.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc) Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils. Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Where teachers experience difficult questions of high sensitivity, teachers should familiarise themselves with and read Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SAFEGUARDING

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human. Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g, parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.