



Autumn

22

St Joseph's Catholic Primary School

RSHE Policy

Date ratified by Governors:	November 2022
Date of next review of the policy:	Autumn 2024
This policy is reviewed:	2 Years

Learn together and grow in God's love

Aspiration - Compassion - Community - Faith - Respect – Responsibility

St Joseph's Catholic Primary School
Commerell Street
East Greenwich
London SE10 9AN

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Section 1: St Joseph's School Mission Statement

As a Catholic School, we hold our faith at the heart of our existence. Our values and beliefs are expressed explicitly in our Religious Education programme and are implicit in the life of the school. All children are taught to value each member of God's family; each child is taught that he/she is unique and special. We are passionate about educating the whole child and ensure that all our children have access to more than basic academic subjects.

The school has a Mission Statement to help guide us:

"To Learn Together and Grow in God's Love."

St Joseph's is a school serving the multi-cultural parish community of East Greenwich in the Diocese of Southwark and plays an active role in preparing children to become responsible members of our community. The school reflects the values of the Gospel, reinforcing forgiveness and building upon the children's own experiences to maximise their opportunities. It rewards pupils of all abilities and encourages co-operative learning and shared goals while ensuring that the talents of individual pupils can be expressed and developed. It also provides a professional community in which staff can grow and develop also. St Joseph's provides a safe, caring environment for all staff and children.

Section 2: 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, Relationships Education, Relationships and Sex Education (RSE) and Health Education: This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Section 3: Statutory curriculum requirements

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

Section 4: 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, 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 centered 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.

Section 5: 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
- Fruitfulness
- Chastity

- Integrity
- Prudence
- Mercy
- Compassion

Section 6: Aim of RSE and the Mission Statement

Our Mission Statement commits us 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 is rooted in a Catholic vision of education and the human person.

Section 7: 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
- 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.

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.

Section 8: Outcomes

8.1: 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).

8.2: 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.

8.3: Broad content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways:

- the whole school / ethos dimension
- a cross-curricular dimension
- a specific relationships and sex curriculum.

Section 9: Our programme will be 'A Journey in Love'

We teach using the scheme 'A Journey in Love'.

'A journey in Love' is a resource created by Sister Jude Groden of BRES. It is the recommended programme of study for Catholic schools for Sex and Relationship Education, and has been written as a progressive scheme of work that supports the Religious Education, PSHE and Science curricula taught within the school.

The central message of the Christian faith is love. The central message of our RSE teaching is love. ***"My commandment is this: love one another, just as I have loved you" (Jn.15.12)***

Approved by the Diocese, the programme teaches that:

- The journey begins at the moment of our conception. God is at the heart of love.
- Puberty can be an extremely confusing time for children, our message will be that even in this confusion, God is there.
- The Sacrament of marriage publicly declares the commitment of each spouse to the other permanently in the acknowledgement that it is God-given.

9.1: Organisation

The programme is made up of 4 areas:

- Physical
- Social

- Emotional
- Intellectual

Each area is broken down into:

- Activities
 - Pause & Reflect
 - Prayer

9.2: Topics covered in each year group

An aspect of the mystery of love is taught in each year group; children are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected through a series of progressive and developmental tasks, activities and reflections, which focus on physical, social, emotional, intellectual and spiritual development.

- **Reception** - God loves us in all our uniqueness.
- **Year One** – We meet God's love of our family.
- **Year Two** – We meet God's love in the community.
- **Year Three** - How we live in love.
- **Year Four** - God loves us in our difference.
- **Year Five** - God loves me in my changing and development.
- **Year Six** - The wonder of God's love in creating new life.

9.3: Positive behaviour

Before the programme begins ground rules are set with the children regarding the kind of positive behaviour expected of every child, all children and teachers treat each other with respect, all questions and answers are listened to in a sensitive and sensible manner.

- Any child who is silly, or disruptive and who deliberately attempts to embarrass or hurt another member of the group will be asked to leave.
- Children may be taught in small groups for some elements of the programme.
- Some lessons may be taught in single sex groups as appropriate.
- All children will cover the same topics.
- Lessons may include: discussions, presentations, questions, written work, etc.

9.4: Teaching strategies

Teaching strategies will include:

- Establishing ground rules
- Distancing techniques
- Discussion
- Project learning
- Reflection
- Experiential
- Brainstorming
- Film & video
- Group work

- Role-play
- Values clarification

Section 10: 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/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents have been consulted before this policy was 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 able to view the resources used by the school in the RSE 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.

How parents can support their children

- By talking with your child at home.
- By discussing their work after each lesson.
- By listening to any concerns.
- By reassuring your child that you are there if they need to talk about anything at all. ➤ By helping with homework activities.

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).

Section 11: 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 pertaining to RSE. 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.

Section 12: Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme lays with the class teacher. 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.

Section 13: External visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement 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 developed in line with CES guidance 'Checklist for External Speakers to Schools.

Health professionals 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.

Section 14: Other roles and responsibilities regarding RSE

14.1: 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.

14.2: Headteacher

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

14.3: PSHE/RSE Lead

The PSHE/RSE Lead 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.

14.4: 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.

Section 15: 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, Anti-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.

Section 16: Children's questions

St Joseph's School want to promote a healthy, positive atmosphere in which RSE can take place. We want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Section 17: 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.

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.

Section 18: Supporting children at risk

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.

Section 19: 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.

Section 20: Monitoring and evaluation

The RSE co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.

The Governors of St Joseph’s Catholic School will consider all such evaluations and suggestions before amending the policy. The Governors remain ultimately responsible for the policy.

Section 21: Dissemination

The draft policy will be given to all members of the Governors of St Joseph’s, and all teaching and non-teaching members of staff. Copies of the ratified document will then be available to all parents on the school website and a paper copy is available from the school office. Details of the content of the RSE curriculum will also be published on the school’s website.

The Headteacher, RSE Lead, the Governing Body and Staff, will review this policy every 2 years.

Date: November 2022

Review Date: Autumn 2023

Chair of Governors: Mr Paul Drake

Signature: _____