



**ENGLISH MARTYRS CATHOLIC SCHOOL**  
**Diocese of Westminster**

**RHSE Policy**

**Mission Statement:** 'We are special people on a journey, growing and learning together, in search of excellence, as we follow in the footsteps of Jesus.'

**Community Prayer:** "Let us pray for one another, no matter what our culture, nationality, disability or gender, let us all be one in His name."

**Values:** Love Respect Honesty

In this policy the governors and staff, in partnership with parents and families, will set out the intentions about Relationship Health and Sex Education and the rationale for teaching it to the pupils. It is available for inspection on the school's website.

In order to formulate this policy, the school will:

- Consult with the Diocese, paying heed to the teachings of the Catholic Church
- Consult DFE guidance (2019);
- Consult with Governors;
- Consult with parents;
- Review the curriculum with staff and pupils;
- Consult the school nurse.

### Rationale

Our Mission Statement at English Martyrs is to promote positive relationships and respect for self and others.

The DfE guidance (2019) states that today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. Particular messages communicated through the media can present images contrary to the positive values held by the Catholic Church. Students need to be able to critique these for their wellbeing and the wellbeing of others. Thus, in this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

As a primary school, we must provide Relationship Health and Sex Education to all pupils as per Section 34 of the Children and Social Work Act of 2017. This makes Relationship Education in primary schools statutory to all pupils from September 2020.

In primary schools, the DfE states the focus of Relationship Education should be on teaching fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are that can support them. This will sit alongside the essential understanding of how to be healthy.

Following the guidance from the teaching document “Learning to Love” the Bishops state the content of RHSE must express the teaching of the Catholic Church and should be delivered to suit the age of the children to whom it is addressed.

This policy recognises the legislative duty of the Governing Body to ensure that RHSE is taught in school but also that it must be taught within the context of the Catholic faith and the Gospel values.

### Introduction

Central to any Christian reflection on the human person is the belief that we are created by God, and reflect the image and likeness of God (Genesis 1:26, Genesis 2). It is Jesus Christ who makes known to us the mystery of God and the fullness of our human life. Being ‘created in the image and likeness’ of God means that each human being shares in the life of God. The human person is therefore infinitely valuable and worthy of love. We each have many dimensions of our self: physical, emotional, spiritual, social and intellectual. Each of these dimensions needs to be valued and nurtured both by ourselves and by others and each of us depends on the love and care of others to enable us to grow and be fully human (John 13, John 1:14).

In a Catholic school any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of our neighbour that we reciprocate God’s love for humankind. As the term ‘Relationship Health and Sex Education’ indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

We are involved in RHSE precisely because of our Christian beliefs about God and 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 RHSE is therefore rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

All Relationship Education 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 and support will be provided to help pupils deal with different sets of values.

### Aims

At English Martyrs we are committed to providing a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of all pupils and we believe RHSE is an integral part of this education. RHSE in our school aims to enable children to embrace “the challenges of creating a happy and successful adult life” by teaching pupils knowledge that will enable them to make informed decisions about their wellbeing, health and relationships.

### Objectives

The school’s RHSE programme will:

- Acknowledge, respect and value the moral teachings of the Catholic Church.
- Provide information which is relevant and appropriate to the age and maturity of the pupils.
- Develop resilience, to know how and when to ask for help, and to know where to access support.
- Develop personal attributes including kindness, integrity, generosity and honesty.
- Provide children and young people with a positive understanding of what constitutes positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.
- Address on line safety and appropriate behaviour that is relevant to pupils’ lives.
- Ensure children know how to report concerns and seek advice when they suspect or know something is wrong.
- Promote good health and understanding of physical development, respecting and reverencing the wonder of the body.

## Teaching and Learning

RHSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and People who care about me;
- Caring Friendships;
- Respectful Relationships;
- Online Relationships;
- Being Safe.

For more information about our RHSE programme see Appendices 1 and 2.

Our programme of study is delivered through cross curricular links in mainly RE, PSHE, Computing and Science. Resources are also used from the Catholic ‘Ten Ten’ Programme, “Life to the Full.” “Life to the Full” is a Catholic RHSE curriculum. Its structure is based on a model Catholic Relationship and Sex Education Curriculum’ by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education. “Life to the Full” is a fully resourced scheme of work in RSHE for primary schools which embraces and fulfils the new statutory curriculum. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created and chosen and loved by God. “Life to the Full” is intended to be in partnership with home, school and parish. The programme is intended to fit in with and support those partnerships.

## Life to the Full Programme

“Life to the Full” is developed through the different learning stages; EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Within each learning stage, there are three modules which are based on the Model Catholic RHSE Curriculum. Each Module is broken down into Units of Work:

- Module 1 - Created and Loved by God
- Module 2 - Created to Love Others
- Module 3 – Created to Live in the Community

## Working with Parents

Parents are the first religious educators of their child who guide them on what it means to be Catholic in our ever-changing 21<sup>st</sup> century world. Families are central to social life and are the primary community where God’s love is revealed. Ideally, the family is the place where love is given and received, where life is co-created with God and where children are nurtured, develop positive self-identity and are taught values such as responsibility, respect and forgiveness. Thus, parents have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school will work closely with the parents to complement and reinforce this role. We will support parents by providing material to be shared with their children at home. There is an online parent portal for the Ten Ten resources in which parents can view what their children will be studying at different stages of the programme. Parents do not have the right to withdraw their children from RHSE; however, they have the right to request that their child be withdrawn from any sex education delivered in primary schools, other than what is part of the science curriculum. Should parents wish to withdraw their child they are asked to notify the school by contacting the Head Teacher before giving notice of withdrawal. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

## Consultation with Parents

After consultation with parents about key decisions, the following changes to the Ten Ten program will be made. Puberty will be taught in Year 5 not Year 4. It will be introduced with the children in the Autumn term of Year 5 (depending on their maturity) then revisited and completed in the Summer term. All other key decisions were approved by a large majority of parents.

## Delivery of RHSE

As advocated by the DfE, RHSE will be firmly embedded in the school curriculum through the cross curricular links of RE, science and PSHE as they are concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils.

Whilst promoting Catholic values and virtues and teaching in accordance with Catholic social teaching, we will ensure that pupils are offered a balanced programme by providing a curriculum 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 RHSE. 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.

At English Martyrs, we make children aware that there are many different types of loving relationships taking into account the diverse religious and cultural backgrounds of our children. We discuss homosexuality and transgender characteristics in an age-appropriate way with Year 5 pupils and have resources for younger children that depict same sex relationships. This does not in any way detract from the sanctity of marriage between heterosexual partners but ensures that our pupils respect all of the protected characteristics outlined in the Equality Act of 2010 and also act in accordance with teachings of the Catholic Church.

### What if a child asks a difficult question?

There are specific areas that we feel should not be discussed within the context of our school lessons, e.g. contraception, as we feel that our children are not yet emotionally mature to handle these issues. These are all topics which are dealt with at secondary school.

If a child does ask a question outside the scope of our programme it will be dealt with in a sensitive and caring manner. We would always ask the child concerned to discuss the issue with his/her parents.

### 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 calculated or is of a personal nature, this will be shared with the Designated Safeguarding Lead.

### Responsibility for Teaching the Programme

**Governors:** Governors, in consultation with the Headteacher, have a statutory responsibility for Relationship Education in their school. The Governing Body approves the Relationship Education Policy, and holds the Head Teacher to account for its implementation.

**Headteacher:** It is the Headteacher's responsibility for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHSE.

**The RHSE / RE Subject Leaders:** The Subject Leaders with the Headteacher ensures the planned RHSE Programme is delivered effectively. They have a 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 RHSE and the provision of in-service training.

**All Staff:** RHSE 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. The responsibility for the delivery of the RHSE programme lies with the individual class teachers. Teachers will be expected to teach RHSE in accordance with the Catholic ethos of the school. As well as delivering the curriculum, staff will also be role models for pupils of good, healthy, wholesome relationships between staff, other adults and pupils.

**External Visitors:** Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RHSE. It is important that any external visitor is clear about their role and responsibility whilst they are in school. Any visitor must adhere to our 'Visitor Protocol' code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'.

This policy should be read in conjunction with these other policies:

- Online Safety Policy
- Equalities Policy
- Accessibility Policy
- Safeguarding Policy

### Monitoring and Evaluation

Mrs Moore the RHSE coordinator will monitor the planning, teaching and learning and will deliver training and share information during staff meetings on a regular basis. Pupils' development in RHSE is monitored by class teachers as part of our internal assessment. By monitoring and evaluating this policy we aim to ensure that the Relationship Health and Sex Education experienced within the school is a relevant, meaningful and positive contribution to the religious, spiritual and moral development of all members of the school community. This policy will be updated in line with any new developments in the school and/or any new government guidance. It was last reviewed in: Autumn 2020. It will next be reviewed in: Summer 2021

This statement of policy was approved by the Governing Body at their meeting on:

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Chairperson)

\_\_\_\_\_ (Headteacher)

## Appendix 1: “Life to the Full” Programme Overview

### **EYFS Module One: Overview**

**EYFS Module One: Created and Loved by God** explores the individual. Rooted in the teaching that **we are created by God out of love and for love**, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

**Unit 1 – Religious Understanding** introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans. The five-story sessions encourage children to creatively explore this topic and help them to deeply know that they are created by God out of love and for love.

In **Unit 2 – Me, My Body, My Health**, children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.

Over the three sessions of **Unit 3 – Emotional Well-Being**, children will learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Finally through a real world example, children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.

Through Mollie the Cat and Billy Bird talking about their respective journeys from kitten/egg to adult animals, in **Unit 4 – Life Cycles** children will explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God’s plan for our lives and that we are loved by Him at every life stage.

### **EYFS Module Two: Overview**

**EYFS Module 2: Created to Love Others** explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

The two part session in **Unit 1 – Religious Understanding** firstly helps children to understand why the Bible is so special to Christians, and secondly helps children to act out the Gospel account of Jesus washing His disciples’ feet, showing that He loves us and is a role model for us to copy in loving one another.

In **Unit 2 – Personal Relationships** children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others.

In **Unit 3 – Keeping Safe**, children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that ‘privates are private’) and the importance of talking to their ‘special people’ if anything troubles them. Children will meet animated expert Dr Datfa, who advises on medicine safety and the people who help us in emergencies (a session that can be linked to the ‘People Who Help Us’ topic in EYFS). All these topics are underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.

## EYFS Module Three: Overview

**EYFS Module Three: Created to Live in Community** explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:

**Unit 1 – Religious Understanding** introduces in a very simple way the concept of the Trinity, where God is three-in-one and each part loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too. Through the story of Jesus feeding the 5000 with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things.

**Unit 2 – Living in the Wider World** helps children to extend their understanding of communities from Unit 1, as they learn about the responsibilities they have to people, places and the planet now and increasingly as they get older.

<b><u>Year 1</u></b>	<ul style="list-style-type: none"><li>• God loves you (Autumn 1)</li><li>• Trinity House (Autumn 1)</li><li>• Who is my neighbour (Autumn 1)</li><li>• Special People (Spring 1)</li><li>• Treat others well, (Spring 1)</li><li>• Say Sorry (Spring 1) • Being Safe (Summer 1)</li><li>• Good secrets and bad secrets (Summer 1)</li><li>• Physical contact (Summer 1)</li></ul>
<b><u>Year 2</u></b>	<ul style="list-style-type: none"><li>• I am unique (Autumn 1)</li><li>• Girls &amp; boys - correct names for genitalia - Penis, Testicles, Vagina, Vulva (Autumn 1)</li><li>• Clean &amp; Healthy (Autumn 1)</li><li>• Feelings (Spring 1)</li><li>• Likes and dislikes (Spring 1)</li><li>• Feelings inside out (Spring 1)</li><li>• Super Susie Gets angry (Spring 1)</li><li>• The Cycle of life (Summer 1)</li><li>• Trinity House (Summer 1)</li><li>• The communities we live in (Summer 1)</li></ul>
<b><u>Year 3</u></b>	<ul style="list-style-type: none"><li>• Designed for a purpose (Autumn 1)</li><li>• Jesus my friend (Autumn 1)</li><li>• Family Friends and Others (Autumn 1)</li><li>• When things feel bad (Autumn 1)</li><li>• The Sacraments (Spring 1)</li><li>• Sharing online (Spring 1)</li><li>• Chatting online (Spring 1)</li><li>• Physical contact (Spring 1)</li><li>• Trinity House (Summer 1)</li><li>• Where is Church (Summer 1)</li></ul>
<b><u>Year 4</u></b>	<ul style="list-style-type: none"><li>• Designed for a purpose (Autumn 1)</li><li>• We don't have to be the same (Autumn 1)</li><li>• Respecting our bodies (Autumn 1)</li><li>• What am I feeling (Spring 1)</li><li>• What am I looking at? - Social media, Stereotypes and media (Spring 1)</li><li>• I am thankful (Summer 1)</li></ul>
<b><u>Year 5</u></b>	<ul style="list-style-type: none"><li>• Under Pressure (Autumn 1),</li><li>• Do you want a piece of cake? - Peer pressure and consent (Autumn 1)</li><li>• What is Puberty? (Autumn 2)</li><li>• Changing bodies, (Autumn 2)</li></ul>

	<ul style="list-style-type: none"> <li>• Life Cycles (Autumn 2) discover how life is created in the womb, learn the appropriate technical terms.</li> <li>• Self-Talk (Spring 1)</li> <li>• Is God calling you? (Spring 1)</li> <li>• Sharing online (Summer 1)</li> <li>• Chatting online (Summer 1)</li> <li>• Physical contact - Abuse (Summer 1)</li> </ul>
<b><u>Year 6</u></b>	<ul style="list-style-type: none"> <li>• Gifts and Talents (Autumn 1)</li> <li>• Boys Bodies (Autumn 1)</li> <li>• Girls Bodies (Autumn 1)</li> <li>• Spots and Sleep (Autumn 1)</li> <li>• Body image (Spring 1)</li> <li>• Peculiar Feelings (Spring 1)</li> <li>• Falling in Love (Spring 1)</li> <li>• Seeing Stuff Online (Spring 1) - impact that videos and images of an adult nature have on children, particularly pornography.</li> <li>• Making Babies Part 1 &amp; 2 (Summer 2)</li> <li>• Menstruation (Summer 2)</li> <li>• Equality and Respect for all - Homophobic Bullying (Summer 2)</li> </ul>



Appendix 2: By the end of primary school pupils should know

DFE Guidelines for Relationship Education and Health Education 2019

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>