St Mary's Catholic Primary School

Human Relationships and Sex Education Policy

We grow and learn in the footsteps of Jesus

Approved by	
Name:	Emmy Nice
Position:	HRSE Coordinator
Signed:	Emmy Nice
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Chair of Governor/ HRSE Governor	Nicola Pettitt

Vision and Mission Vision for Relationships, Sex and Health Education.

At St Mary's Catholic primary School, we are inspired by Jesus to be the very best we can be. We look after one another and show respect and love through our relationships with one another. Jesus is invited into our hearts. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. This is about understanding how loving our neighbour enables us to be happy too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and beautiful part of God's creation. We are all children of God, called to grow in love for him through the person of Jesus Christ and to spread the Good News through the action of the Holy Spirit.

Procedures

The following groups have been consulted as part of producing this policy. - staff - governing body - Diocesan Education Service Following an initial meeting with the Diocese, the RSHE Co-ordinator updated staff and governors on the new guidance provided by the Diocese. A discussion was held about how we would approach this in our school, linking it to subjects already being covered in Religious Education and Science. In consultation with the Governing Body, the policy will be implemented in January 2021, reviewed every 3 years, by the Head teacher, RSHE Co-ordinator, the Governing Body and school Staff. The next review date is January 2024. The policy will be circulated to all members of the Governing Body and all members of staff. The Education Service will be sent a copy of the school's RSHE policy and it is the duty of the Governing Body to ensure that this is up to date.

Rationale

As a primary school in the Diocese of Lancaster Education Service, we use the term Relationships, Sex and Health Education (RSHE) as it believes that relationships education is about all aspects of growing a fulfilled and happy life, sexual education is a dimension of this greater whole. The defining belief of Christianity is that God took on human form. This endows the human form with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual but infused with the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief which is expressed in the Church's teaching about relationships, marriage, sex and family life. The Church offers education to young people as it is part of complete human formation. Education about human love is no less a part of a Catholic school's responsibility than teaching about mathematics or English.

At St Mary's Catholic Primary School, we teach young people about how to form relationships, including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to "Love your neighbour as yourself" (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with 'Fit for Mission? Schools'.

The Department for Education in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) states that, "to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support." P.8

The Diocese recognises the value of these curriculum aims. However, Catholic schools also have regard for the spiritual welfare of the students and recognise that to know and love God brings lasting happiness.

Statutory framework

The statutory framework replaces Statutory Guidance: 'Sex and Relationships Education Guidance' (2000). The DfE states that it intends to update the guidance every three years. The statutory guidance is available from the DfE (https://www.gov.uk/government/publications/ relationships-educationrelationships-and-sex-education-rse-and-health-education). It should be read in conjunction with this Diocesan guidance and the following documents.

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools) •

The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Purpose of the Statutory Guidance

The guidance intends to help children and young people develop. The knowledge and attributes they gain will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. The Diocese of Lancaster agrees with these aims and seeks to support them through the appropriate development of the RSHE provision. The following table summarises statutory obligations:

Relationship Education	**Relationships and Sex Education**	**Health Education**
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (see Summary section of statutory guidance).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age- appropriate curriculum
The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges, although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE		

Requirements of the Diocese of Lancaster

The Bishop of Lancaster requires that all schools within the Diocese have a policy in line with Section 48 inspection requirements. (The term sex and relationships should be replaced in polices with human relationships and sex education.)

The key points within this guidance are as follows:

- All schools must have an up-to-date RSHE policy that may incorporate Relationships Education, Relationships and Sex Education (RSE) and Health Education policy drawn up by the governing body, and available to parents and for inspection.

- This should be developed in consultation with parents and the wider community.

- Primary schools should have clear parameters on what children will be taught in the transition year before moving to secondary school, and that parents be consulted.

- All schools' policies must include how they will teach Relationships Education, Relationships and Sex

- Education (RSE) and Health Education.

Virtues and Values

Gospel virtues and values underpin the RSHE curriculum. The Christian tradition describes behaviours or habits that lead to happiness, human nourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes love is used instead) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and happy, good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships.

The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach "the abundant life" (John 10:10).

At St Mary's Catholic Primary School, we live out the Gospel values shared in the Beatitudes, throughout the life of school by valuing each individual member of the school as a whole person. We recognise that everyone is made in the image of God and we treat everyone as a friend. We learn to care and share with others, we listen to each other and we like to learn from each other. We know to say sorry when we have done something wrong and we are also able to forgive others. Everyone in school is encouraged to pray and we recognise that this is way of making space for God in our lives. As pupils progress through Key Stage Two they will develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God. By the end of Year 6, children should be able to explain some behaviour choices by reference to their beliefs and values, for example, by referring to Jesus teaching about forgiveness.

The Aim and Objectives of RSHE

The aim of RSHE is part of our aim to educate the complete human person. This is expressed in Fit for mission? Schools (2009). The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny).

These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person. This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is 'the perfect Man in whom all human values find their fullest perfection' (Congregation for Catholic Education, The

Religious Dimension of Education in a Catholic School). Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families, and staff.

RSHE should deepen the following areas of understanding.

- To develop self-respect and love of self.

- To invite young people to develop and deepen a loving relationship with God.

- To invite young people to understand that their life has a purpose.

- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this can be an expression of God's love.

- To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood.

- A strong awareness of their own safety and the nature of consent.

- To have an understanding of the law in England about Equality and Marriage, appropriate to age and maturity.

RSHE will develop attitudes, personal and social skills and knowledge and understanding in the following ways:

- We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God's creation.

- We will seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.

- We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.

- We will encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.

- We will encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord's prayer.

- We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.

- We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.

- We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.

- We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.

- We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.

- We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.

- We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.

- We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.

- We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.

- We will encourage children to understand difference and be mindful of people who are vulnerable to discrimination because of their personal or cultural characteristics.

Inclusion

At St Mary's Catholic Primary School, we identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and sexual orientation. Lessons are framed by this understanding and young people encouraged to respect difference and develop an approach of dialogue.

Equality

The governing body has wide obligations under the Equalities Act 2010 and will work to ensure that St Mary's Catholic Primary School endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children. See Equality Policy.

Programme of study

The Department for Education has prepared a statutory programme for 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' which will be a compulsory requirement from September 2020. The Diocese of Lancaster began working on Human Relationships and Sex Education (HRSE) in 2016 and developed their own programme of study to follow. The intent of the programme of study is to encourage young people to recognise their interior beauty, their dignity as a human and through this to understand and value the worth of others. We hope that this builds on the experience of the home where, as children, we all experience our first expressions of love and form our early relationships. The challenge in school life is to develop this not just in an academic sense, but as a lived expression of belief ultimately, an invitation to hear the Good News.

We must wonder! We must create an environment of wonder! We must create a climate of wonder! This task is closest to the family…Wonder is needed so that beauty might enter into human life, into society and the nation…We need to marvel at everything that is found in man." Pope St. John Paul II

Creating a climate of wonder can seem a far cry from the modern world our schools are called to serve, though this is our calling as educators in the Catholic schools of the Diocese of Lancaster. Engaging with the Church's teaching about human loving enables us to share with our young people

the wonder of human life and the happiness that is waiting for us in Jesus. As always, this is an invitation, a way to deepen understanding of what it means to be fully human.

The Programme of Study places the Diocese of Lancaster programme next to the statutory obligation it fulfils. Any additional material in RSHE is written in italics so it is easy to identify. Areas from the statutory plan not covered in the RSHE framework are listed at the end of the booklet. Governing bodies and head teachers should be mindful that from 2020 OfSTED will inspect the new 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' and Section 48 will continue to examine provisions in HRSE.

The programme ranges from ages 2-19 years and provides suggested areas of study and outcomes for the young people it serves. The programme is taught in discreet lessons, in cross curricular lessons, particularly R.E. and science and fundamentally embedded in the ethos of the school through assemblies, classroom discussions and the centring of all relationships in school on the person of Jesus Christ. The programme of study is based on the teachings of the Church and aims to help young people develop their sense of purpose and character. It should be taught as part of a broad and balanced curriculum and allow children to express alternative beliefs and viewpoints where they hold such views. The programme of study will be supported by published resources, recommended by the Diocese, as well as those created by the school. A list of recommended resources is available on the Education Service website.

The core teaching of RSHE will be covered using the 'Life to the Full' teaching resource. From Ten:Ten Resources. Life to the Full is a fully resourced Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools which embraces and fulfils the new statutory curriculum. 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.

As well as using the 'Life to the Full' resource, some objectives might also be taught through the RE and Science curriculum. Clear ground rules for discussions will be established by the class teacher and parents may be involved or informed as appropriate. All lessons will always take account of the safeguarding policy. Supporting resources may be used to deliver RSHE such as 'This is my Body' as well as 'The Way, The Truth and The Life' (Religious Education Scheme of Work) and the Science units of work which are taken from the Focus Education Learning Challenges using National Curriculum objectives. Throughout teaching, our positive behaviour policy will always be followed to ensure the well-being of children at all times and children will always be encouraged to be responsible for the choices that they make.

The following elements of the statutory curriculum that are not covered in the RSHE Programme of Study:

- Internet Safety
- Online Relationships
- Being Safe

- Mental Wellbeing
- Physical Health and Fitness
- Healthy Eating
- Drugs and Alcohol
- Health and Prevention
- Basic First Aid

These areas are covered in school through our Science Curriculum, the Life Education sessions that take place annually, regular Kidsafe sessions.

Parents

The Church recognises parents as the first educators of their children. The school should support parents in this task. The role of the school should be that of assisting and completing the work of parents, furnishing children and adolescents with an evaluation of "sexuality as value and task of the whole person, created male and female in the image of God". (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69) Children's first experience of relationships and love are in the home. At our schools we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance.

Parents are informed of their right to withdraw their children from RSHE lessons, however, they are not able to withdraw their children from statutory science lessons. Should parents wish to withdraw their child(ren) they must contact the headteacher no later than the start of the school day when the lesson will take place.

The school will involve and support parents in learning about RSHE by sharing the programme of study/published resources to be used, giving out letters when visitors are coming to school, issuing letters when a sensitive subject is to be taught, making information available on the school website and listening to any questions or concerns parents may have. However, at times, areas of particular sensitivity, such as puberty, will benefit from additional parental support and at such times, letters will be sent home and parents may be invited into school to discuss the content of RSHE lessons.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child not participate in some or all of sex education delivered as part of statutory RSHE. Before granting any such request, it would be good practice for the headteacher to discuss the application with parents and ensure that they understand the nature and purpose of the curriculum in a Catholic context. A discussion should follow, as appropriate, involving the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This conversation will be documented.

The headteacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child. For example, the possible social or emotional impact of withdrawal, the likelihood of them hearing a peer's version of the content, rather than the teachers. However, parents may prefer to discuss sex education with their child at home instead.

Teaching and Assessing RSHE

The Deputy Head, Mrs Claire Davidson, and the PSHE coordinator Miss Emmy Dillon, are responsible for leading RSHE across school. This includes monitoring lessons that are taught, looking at the resources that are used and ensuring that the scheme is implemented across the whole school. Class teachers will be responsible for delivering RSHE in their particular year group but other agencies may be used to support this teaching when needed. All staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour base on a Christian understanding of how to lead a good life. Staff are called to be role models of the school's ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school. Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the vision and mission of the school.

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E., science and computing. Sometimes, the children's learning will be best supported by using other agencies, such as the school nurse, or other visitors to school.

Assessment forms part of the statutory framework. The RSHE programme includes a self-audit for schools. Each year at St Mary's, we use the Diocesan self -audit to monitor all aspects of RSHE. Governors use the CES RSE audit tools to monitor their knowledge and understanding of this area. The RSHE framework and the elements of the statutory framework not covered by RSHE are monitored and assessed through whole school planning, written pieces of work, teacher's notes on discussions and targeted lesson evaluations. On occasion, the school uses questionnaires to evaluate students' sense of well-being and may use written or practical assessments where appropriate, for example, to evaluate understanding of basic first aid.

Dealing with difficult questions

The Governing Body desires that RSHE lessons take place in a positive framework, where students experience a growing appreciation for well-being, and that of others, and a deeper understanding that the Church teaches a path of the wholeness of mind, body and spirit. Part of this is creating an atmosphere where questions can be asked openly, knowing that their questions will be answered and understanding that staff or other students will not judge these questions. It is vital; therefore, that teachers invest time in creating this framework of mutual trust and care while respecting personal information.

The RSHE lead must be given access to training and support to facilitate teachers to enable such discussions by creating carefully negotiated ground rules and distancing strategies. The Department for Education (2000) offers the following guidelines for dealing with questions: - Teachers should establish clear parameters of what is appropriate and inappropriate in a whole-class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening, but teachers will need support and training so that they prepare for the unexpected.

For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;

- If a teacher doesn't know the answer to a question, it is essential to acknowledge this, and to suggest that the pupil or teacher or both together research the subject later;

- If a problem is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have received respectful treatment, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and

- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

Sensitive subjects in RSHE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. Questions asked by students that are a cause for concern for the teacher, for example, because of their explicit or graphic content, should be addressed following our safeguarding policy and confidentiality procedures. This policy is available for all staff, governors, parents and students.

Students will be encouraged to talk to their parents or carers about issues and questions that arise as part of the programme. It will be made clear to all the unconditional confidentiality cannot be guaranteed where illegal or abusive concerns come to light and these will be dealt with under the terms of the relevant policies.

Supporting children and young people deemed to be at risk

Sensitive subjects in RSHE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the safeguarding framework of the school and it is paramount that all staff teaching RSHE have up to date safeguarding professional development. Questions asked by students that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the school's safeguarding policy and confidentiality procedure.