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# **Corpus Christi Catholic Primary School**

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Relationships, Health and Sex  
Education Policy

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At Corpus Christi Catholic Primary, we 'let our lights shine brightly'. In God's love and inspired by our faith, we always show kindness and respect to others, whilst working as hard as we can, to be the best that we can be.

To enable children's 'lights to shine brightly' we work together:

- To appreciate that we are all uniquely created and loved by God.
- To nurture in our whole school community an understanding of Christian values and how these help shape our lives and the lives of others.
- To understand the importance of forgiveness and reconciliation.
- To provide an excellent education and positive learning environment so our children realise their potential and have pride in their achievements.
- To encourage our children to participate fully and take responsibility for their learning, and to persevere, develop as resilient and independent learners, learn through their mistakes and always try to do their best.
- To value and build respectful relationships, bringing together staff, pupils, parents and our governing body with shared goals and aspirations.
- To be mindful of everyone's wellbeing and to care for one another in a happy, welcoming and nurturing community.
- To provide equal opportunities for all regardless of religion, gender, ethnicity or ability.

Be kind...Show Respect...Work Hard...

## Rationale

***'I have come that you might have life and have it to the full'***

(John 10.10)

We are involved in relationships and health education, including RSE 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 and health 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. Relationships and Sex education, 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, Relationships and Sex Education will be firmly embedded in the Relationships and Health 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 Relationships and Sex 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 of Relationships Education, Relationships and Sex and Health Education**

In partnership with parents, we aim to provide children with a "positive and prudent sexual education"<sup>1</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

To develop the following **attitudes and virtues**:

- 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 bodies;
- responsibility for ones 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 love;
- recognising the importance of marriage and family life;

To develop the following **personal and social skills**:

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships;
- managing emotions within relationships including when relationships break down;
- 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;

To develop the following **knowledge and understanding**:

- 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;

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<sup>1</sup> *Gravissimum Educationis* 1

- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation; **(Parents may withdraw their child from this aspect of the curriculum)**

### **Structure of Relationships Education, Relationships and Sex and Health Education**

The above aims will be addressed using the Diocesan Primary Curriculum Framework for Relationships Education, Relationships and Sex and Health Education (see Appendix 1) They are approached through five core themes taught from EYFS to Upper KS2.

#### **Moral (this explores the individual)**

Children learn: about the Christian belief to love self, made in the image and likeness of God, and an understanding of the importance of respecting, valuing and understanding themselves as the basis for personal relationships.

#### **Spiritual (this explore the individual's approach to the world and relationships through their relationship with God)**

Children learn: about the Christian belief in a personal relationship with God which will guide their relationships with others.

#### **Physical (this explores the individual's response to the world as they change and develop physically)**

Children learn: about how they change and grow. The changes that will take place in their body and rooted in the command to love, the basis of all Christian life.

#### **Emotional (this explores the individual's relationships through their emotional responses and how to deal with them)**

Children learn: about the changes which happen in life, how to manage their feelings and behaviour rooted in Gospel values.

#### **Social (this explores the individual's relationships with others in the local community and the wider world)**

Children learn: how human beings live in the wider community, including how to keep safe in situations with others and how to spread the Gospel for the good of individuals and the wider world.

### **Inclusion and Differentiated learning**

We will ensure that Relationships and Health education, including RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances 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. These questions will be responded to in the context of the school's inclusion policy.

### **Statutory Curriculum Requirements**

We are required to teach Relationships and Health Education.

We are required to teach those aspects of Relationships and Sex Education which are statutory parts of National Curriculum Science.

### **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 Relationships Education, Relationships and Sex Education and Health Education**

Three aspects of Relationships Education, Relationships and Sex Education and Health Education - attitudes and values, personal and social skills and knowledge and understanding will be provided in three inter-related ways: the whole school/ethos dimension; a cross-curricular Relationships and Health approach and a discreet Relationships and Sex Education curriculum.

### **Programme / Resources**

The Primary Curriculum framework for Relationships Education, Relationships and Sex Education and Health Education will be followed which is cross curricular (see appendix).

- Come and See – Sr Victoria Hummel – Matthew James Publishing Co Ltd
- Early Learning Goals from Statutory Framework for Early Years/Foundation Stage
- Science Curriculum 2014
- A Journey in Love – Sr Jude Groden RSM McCrimmon Publishing Co Ltd
- All That I Am - Relationships and Sex education for Upper KS2 published by the Archdiocese of Birmingham
- Ten :Ten Resource – Life to the Full
- Social and Emotional Aspects of Learning (SEAL) published by Department for Education - National Strategies
- UNICEF – Rights Respecting
- CAFOD – Catholic Agency for Overseas Development
- Statements to Live By – Nurturing Human Wholeness through the Distinctive Catholic Tradition – Frank McDermott and Theresa Laverick
- Global Calendar

### **Assessment and evidencing Relationships Education, Relationships and Sex Education and Health Education**

The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s) Mind maps and thought showers.

Evidence will be recorded in a cross – curricular way ( Science / humanities/RE)

Themed weeks/days recorded in displays around school (internet safety, anti bullying, money week. School Council

Mini Vinnies

Rights Respecting

P4C  
Healthy school work  
Eco activities  
Fair Trade  
International award  
STEM – Science ambassadors - raising aspirations  
Sports ambassadors  
Forest school work  
Year 6 Residential  
+ Discreet lessons for Relationships and Sex Education  
Ten: Ten - Life to the Full assessment resources

### Parents and Carers

Parents/carers are the primary educators of their children. They were consulted before this policy was ratified by the governors. They will be consulted at every stage of the development of any revision of the Relationships Education, Relationships and Sex Education and Health Education programme, as well as during the process of monitoring, review and evaluation. Resources used by the school in the programme will be made available each year for parents/carers to view.

Parents have ***the right to withdraw*** their children from Relationships and Sex Education excepting those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they should notify the school by contacting the Headteacher in writing. The request will be made on a year by year basis. The school will provide support by providing material for parents to help the children with their learning.

### Teaching the Programme

Class teachers have the responsibility for teaching Relationships Education, Relationships and Sex Education and Health Education.

On some occasions adults from other agencies will be used to deliver some aspects of Relationships Education, Relationships and Sex Education and Health Education. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors should adhere to our code of practice developed in line with the school visitor policy and will be required to ensure that all teaching is rooted in Catholic principles and practice.

### Other Roles and Responsibilities regarding Relationships Education, Relationships and Sex Education and Health Education.

#### Governors will:

- Draw up the Relationships Education, Relationships and Sex Education and Health Education. 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., SEND, 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 Relationships and Sex Education within Relationships and Health Education.
- Ensure that school is compliant with the guidance issued by the Diocese Department for Education 2019

### **Headteacher**

The headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Department for Education and the local authority, also appropriate agencies.

### **Relationships Education, Relationships and Sex Education and Health Education Coordinator**

The coordinator with the headteacher 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 Relationships Education, Relationships and Sex Education and Health Education and the provision of in-service training.

### **All Staff**

Relationships Education, Relationships and Sex Education and Health Education 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 Relationships Education, Relationships and Sex Education and Health Education in accordance with the Catholic Ethos of the school and the government statutory guidance. 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.

### **Children's questions**

The governors want to promote a healthy, positive atmosphere in which Relationships Education, Relationships and Sex Education and Health Education can take place. They 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.

### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of Relationships Education, Relationships and Sex Education and Health Education. 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 Relationships Education, Relationships and Sex Education and Health Education programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

*(See also Relationship Education, Relationships and Sex Education and Health Education Sections 63 and 64 'Managing Difficult Questions' DfE February 2019, for more detail)*

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

### **Supporting children and young people who are at risk**

Children will also need to feel safe and secure in the environment in which Relationships and Sex education takes place. Effective Relationships Education, Relationships and Sex Education and Health Education 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 headteacher.

### **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 Relationships Education, Relationships and Sex Education and Health Education will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding, 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 circumstance they would have to inform others, e.g., parents, headteacher, but that the pupils would always be informed first that such action was going to be taken.

### **Monitoring and review of the policy**

The Relationships Education, Relationships and Sex Education and Health Education Coordinator will monitor provision by scrutinising plans, schemes of work and samples of pupils work. The programme will be evaluated regularly. Governors will carry out their own



audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy.

This policy will be reviewed every two years by the headteacher, RSE coordinator, the governing body and staff.

*Policy updated: May 2021*

*Policy to be reviewed May 2023*