

# *St Joseph's Catholic Primary School*



*“Inspired By Christ”*

***RSE/RHE***

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## *Inspired by Christ*

### **Our Mission Statement**

Inspired by the life and message of Jesus, and believing that every child is made in the image of the Father, Son and Holy Spirit, St Joseph's Catholic Primary School is just like a family, where everyone is welcomed; where everyone is loved, respected and cared for; where everyone is helped to achieve their very best and where God is at the heart of everything we do.

### **Our Vision**

Our vision is that St Joseph's will be an inspirational school where we all love to work, learn and grow in the blessed family of Christ.

Through creating a stimulating learning experience, our children will become confident, independent and resilient with a social conscience for their journey through life. They will develop skills alongside knowledge to equip them to thrive in an increasingly complex and changing world.

### **Values**

At St Joseph's, we are dedicated to fostering an **inspirational** environment where every child feels **nurtured** and valued. We believe that by instilling a culture of respect and kindness, our students will grow to be **independent** learners who **persevere** through challenges and strive for their personal best.

We are committed to ensuring that all our children feel **empowered** to take risks, explore their passions, and pursue their ambitions, guided by the principles of integrity and compassion. Our **devoted** children actively engage in creating a supportive community by embodying the teachings of the Bible and the Gospels. They strive to live in a way that reflects God's love and compassion, preparing themselves to become successful individuals who contribute positively to society.

Inspired by Christ, we emphasise the importance of love, understanding, and service to others, preparing our students not just for academic achievement, but for a life of purpose and meaning. Together, we nurture the leaders of tomorrow, equipping them with the values they need to thrive in an ever-changing world.

### **Curriculum Intent**

Our curriculum is designed around our Catholic values and we develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement.

We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.



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### **RSE/RHE at St Joseph's**

In 2020, Relationships Education and Health Education became statutory in all primary schools in England. At St Joseph's we follow the scheme 'Life to the Full' by Ten Ten Resources. Ten Ten is an award-winning Catholic educational organisation that is well-respected and very experienced in this field of work. The Life to the Full programme is based on a model curriculum that was highlighted as a work of good practice by the Department of Education. We therefore have confidence that the programme will be fit for purpose in supporting the growth and development of the children of St Joseph's.

### **What is RSE/RHE?**

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.” This includes topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

We are legally required to teach those aspects of **RSE/RHE** which are statutory parts of National Curriculum Science. 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/RHE** 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/RHE**, therefore, will be placed firmly within the context of the 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/RHE** 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/RHE** 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



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have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Ten Ten Resources provides a programme of lesson resources and teacher training materials to support and increase the level of competence required to teach the subject of **RSHE/RSE** within a Catholic (or Christian-faith) context. Our aim is to provide a programme of resources that not only meets the statutory (legal) requirements in England, but also supports the teaching from a Catholic faith and moral perspective

### **VALUES AND VIRTUES**

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

### **Aims**

At St Joseph's we educate the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that **RSE/RHE** is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

### **Objectives**

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

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

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

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;



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- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

### **To know and understand:**

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

### **Outcomes:**

#### **Inclusion and differentiated learning**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

#### **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,



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nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

### Broad content of RSE/RHE

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 and a specific relationships and sex curriculum.

### Teaching and Learning

All children explore three different modules:

**Module 1: Created and Loved by God**

**Module 2: Created to love others**

**Module 3: Created to live in Community**

### Teaching strategies will include:

Establishing ground rules, Distancing techniques, Discussion, Project learning, Reflection, Experiential, Active, Mindmapping, Film & video, Group work, Role-play. Trigger drawings and Values clarification.

See overview of the programme below:

### Life to the Full - Overview



#### EYFS

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
<b>EYFS</b>	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	<b>Story Sessions</b> Handmade With Love	<b>Session 1</b> I Am Me	<b>Session 1</b> I Like, You Like, We All Like!	<b>Session 1</b> Growing Up	<b>Session 1</b> Role Model	<b>Session 1</b> Who's Who?	<b>Session 1</b> What is the Internet?	<b>Session 1</b> Safe Inside and Out	<b>Session 1</b> God is Love	<b>Session 1</b> Me, You, Us
		<b>Session 2</b> Heads, Shoulders, Knees and Toes	<b>Session 2</b> All the Feelings!			<b>Session 2</b> You've Got A Friend In Me	<b>Session 2</b> Playing Online	<b>Session 2</b> My Body, My Rules	<b>Session 2</b> Loving God, Loving Others	
		<b>Session 3</b> Ready Teddy?	<b>Session 3</b> Let's Get Real			<b>Session 3</b> Forever Friends		<b>Session 3</b> Feeling Poorly		
							<b>Session 4</b> People Who Help Us			



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## Life to the Full - Overview

### KS1

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
KS1	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	<b>Story Sessions</b> Let the Children Come	<b>Session 1</b> I am Unique	<b>Session 1</b> Feelings, Likes and Dislikes	<b>Session 1</b> The Cycle of Life	<b>Session 1</b> God Loves You	<b>Session 1</b> Special People	<b>Session 1</b> Real Life Online	<b>Session 1</b> Good and Bad Secrets	<b>Session 1</b> Three In One	<b>Session 1</b> The Communities We Live In
		<b>Session 2</b> Girls and Boys	<b>Session 2</b> Feeling Inside Out	<b>Session 2:</b> Beginnings and Endings		<b>Session 2</b> Treat Others Well...	<b>Session 2</b> Rules To Help Us	<b>Session 2</b> Physical Contact	<b>Session 2</b> Who is My Neighbour?	
		<b>Session 3</b> Clean and Healthy (My Body)	<b>Session 3</b> Super Susie Gets Angry			<b>Session 3</b> ...and Say Sorry		<b>Session 3</b> Harmful Substances		
								<b>Session 4</b> Can You Help Me? (Part 1)		
							<b>Session 5</b> Can You Help Me? (Part 2)			





**Life to the Full - Overview**

**UKS2**

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
<b>UKS2</b>	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	<b>Story Sessions</b> Calming the Storm	<b>Session 1</b> Gifts and Talents	<b>Session 1</b> Body Image	<b>Session 1</b> Making Babies (Part 1)	<b>Session 1</b> God Is Calling You	<b>Session 1</b> Under Pressure	<b>Session 1</b> Sharing Isn't Always Caring	<b>Session 1</b> Types of Abuse	<b>Session 1</b> The Holy Trinity	<b>Session 1</b> Reaching Out
		<b>Session 2</b> Girls' Bodies	<b>Session 2</b> Peculiar Feelings	<b>Session 2</b> Making Babies (Part 2)		<b>Session 2</b> Do You Want A Piece of Cake?	<b>Session 2</b> Cyberbullying	<b>Session 2</b> Impacted Lifestyles	<b>Session 2</b> Catholic Social Teaching	
		<b>Session 3</b> Boys' Bodies	<b>Session 3</b> Emotional Changes	<b>Session 3</b> Menstruation		<b>Session 3</b> Self-Talk		<b>Session 3</b> Making Good Choices		
		<b>Session 4</b> Spots and Sleep	<b>Session 4</b> Seeing Stuff Online	<b>Session 4</b> Hope Beyond Death		<b>Session 4</b> Build Others Up		<b>Session 4</b> Giving Assistance		

Assessment

The Ten Ten Life to the Full Programme has a built-in assessment material for the start and end of each unit and teachers will carry out ongoing assessments of children within the lessons.

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. 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.

Roles and responsibilities

Governors

Will be in consultation with parents and teachers and make sure the policy is available to them. They will ensure that parents know of their right to withdraw their children from any element of the RSE /RHE program, except for the elements that are included in the national curriculum

Head teacher



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

### PSHE/RSE Co-Ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

### Teachers

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

### Parents and Carers

We recognise that parents and carers 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 do 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 for families by providing a link to the Ten:Ten parent portal for parents to help the children their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

### 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 5'. 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.



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### Children's questions

We want to promote a healthy, positive atmosphere in which **RSE/RHE** 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 **RSE/RHE**. 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. We 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.

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

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

### Confidentiality and advice

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

### Monitoring and evaluation

The RSE Co-ordinator will monitor the provision of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated in discussion with pupils and parents and teachers. The Head teacher and the Governors will consider all such



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evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

### Parent portal

As part of your subscription to "Life to the Full" and "Prayer and Liturgy", all parents will be able to access the Online Parent Portal with the following login credentials:

<b>Username</b>	<input type="text" value="st-josephs-ox9"/>
<b>Password</b>	<input type="text" value="bridge-crossing"/>
<b>Parent Portal</b>	<a href="https://www.tentenresources.co.uk/parent-portal/">https://www.tentenresources.co.uk/parent-portal/</a>
<b>Parent Consultation Tool</b>	<a href="https://www.tentenresources.co.uk/parent-consultation-tool-primary/">https://www.tentenresources.co.uk/parent-consultation-tool-primary/</a>

As part of Life to the Full, we have created an Online Parent Portal. This section of our website is available to all parents whose child's school uses Life to the Full. The Online Parent Portal provides a summary of each lesson, links to specific content and suggestions for further engagement at home. Every school is given a unique username and password which they can distribute to parents to provide all-year-round access to the portal.