



ST THOMAS OF CANTERBURY CATHOLIC SCHOOL

RSHE policy

Mission Statement

We are a Roman Catholic Community committed to:

Mutual respect, positive encouragement and participation.

Recognising the different personal and educational needs of all pupils.

The delivery of the full national curriculum together with a religious education syllabus approved by the Catholic Church.

The highest standards of teaching, learning and performance.

Maintaining a supportive partnership with parents, the parish, and the wider community.

The professional development of all staff.

Approved by: LGC Date: November 2025

Next review due by: November 2027

Contents

The Mission and Aims of St Thomas of Canterbury in regard to RSHE.....	2
Implementation and Review of Policy.....	3
DEFINING RELATIONSHIP AND SEX EDUCATION	3
Relationships, Sex and Health Education Policy.....	3
RATIONALE	3
VALUES AND VIRTUES	4
AIM OF RSHE AND THE MISSION STATEMENT	4
Objectives of Relationships, Health and Sex Education in Catholic Schools.....	4
OUTCOMES INCLUSION AND DIFFERENTIATED LEARNING	6
EQUALITIES OBLIGATIONS	6
PARENTS AND CARERS	6
BALANCED CURRICULUM	6
RESPONSIBILITY FOR TEACHING THE PROGRAMME	7
EXTERNAL VISITORS	7
OTHER ROLES AND RESPONSIBILITIES REGARDING RSHE	7
Governors.....	7
Head teacher	7
RSHE Co-Ordinator.....	8
All Staff	8
RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS	8
CHILDREN'S QUESTIONS	8
CONTROVERSIAL OR SENSITIVE ISSUES	8
SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK.....	8
CONFIDENTIALITY AND ADVICE.....	9
MONITORING AND EVALUATION.....	9

The Mission and Aims of St Thomas of Canterbury in regard to RSHE

Our school mission is fully committed to a community deeply rooted with Christ at the core of a child's holistic development (spiritually, physically, socially, morally, culturally emotionally) and that children may grow and develop a healthily and holistically towards an understanding of their gender and its implications for successful relationships, they must be at ease with themselves and grow in self-knowledge. An aspect of the mystery of love is treated in each year group; children and young people are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected in each stage of a person's growth in the Primary years through a series of suggested, progressive and developmental tasks, activities and reflections which focus on physical, social, emotional, intellectual and spiritual development.

Incorporating Catholic Social Teachings (CST) into every facet of our curriculum RSHE is paramount in fostering a holistic education that aligns with our school's deeply rooted values. CST

provides a moral compass that transcends academic subjects, guiding our students towards a profound understanding of compassion, justice, and the dignity of every individual. By infusing CST principles into subjects ranging from science to history, we not only impart knowledge but also cultivate a sense of responsibility towards society. Through this integrated approach, pupils learn to view the world through a lens of solidarity, prioritising the well-being of the marginalised and vulnerable. This holistic educational experience empowers our students to become not only knowledgeable scholars but also compassionate advocates for positive social change, ensuring they carry the transformative teachings of CST into their lives beyond the classroom."

Implementation and Review of Policy

This policy will be reviewed every two years by the Head teacher, RE Lead, the Governing Body and Staff. The next review date is Autumn term 2027.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents and published on the school's web site.

DEFINING RELATIONSHIP AND SEX EDUCATION

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

Relationships, Sex and Health Education Policy

We are legally required to teach those aspects of RSHE, which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSHE go further.

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

We are involved in relationships, Health 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 RSHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift,

reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSHE 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 centred 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 RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

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.

AIM OF RSHE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE 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 of Relationships, Health and Sex Education in Catholic Schools

- To provide children and young people with a knowledge and understanding of the Church's teaching on relationships and sexual love.
- To provide children and young people with a positive understanding of what constitutes good, loving relationships
- To provide children and young people with a knowledge and understanding of the biological facts about human reproduction
- To provide children and young people with the skills and confidence to defend themselves against unwanted pressures to be sexually active and to keep them safe
- To provide children and young people with an understanding of sexual health including how to

protect themselves against unwanted pregnancies and sexually transmitted infections (STIs)

To provide children with a clear understanding of the Catholic Church's teaching on contraception and the Catholic Church's teaching to refrain from sexual intercourse outside marriage

EYFS Pupils should be taught:

Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Managing self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.

Building relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.

KS1 Pupils should be taught:

That humans move, feed, grow, use their senses and reproduce

That humans grow from babies into children and then into adults

To recognise the physical similarities and differences between themselves and other pupils

To understand about personal safety, hygiene and appropriate behaviour

To appreciate ways in which people learn to live together

To recognise that there are different types of family structure, and to be able to describe their role within the family

To understand the importance of valuing oneself and others

To begin to recognise the range of human emotions and ways to deal with these

KS2 Pupils should be able to:

Value themselves as a child of God

Know that there are life processes common to all animals

Know the main stages of the human life cycle

Understand the human reproductive system, as required by the National Curriculum Science Order

Know about and have some understanding of the physical, emotional and social changes that take place in puberty

Understand how changes in puberty affect the body in relation to hygiene

Recognise some of the skills required for parenting

- Know that there are different patterns of friendship
- Appreciate that within any environment there are people with different attitudes, beliefs and values and that these influence people's relationships

RSHE is delivered in a variety of ways throughout the curriculum within: Science, Collective Worship, Story Time and Circle time, RE and Computing. This school has purchased Life to the Full from Ten: Ten to aid in the delivery of RSHE.

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

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 Parent

Pay 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 continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

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 RSHE programme that offers a range of viewpoints on issues.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with RSHE/RE lead, Science lead, and the head teacher.

However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme.

They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

EXTERNAL VISITORS

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. 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.

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.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSHE

Governors

- draw up the RSHE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics.

Head teacher

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.

RSHE 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 RSHE and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

All Staff

RSHE 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 RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. 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.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills.

Teaching methods will be adapted to meet the varying needs of this group of pupils.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSE 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 RSHE. 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 RSHE 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 RSHE takes place. Effective RSHE 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 RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes, which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND EVALUATION

The RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by observing lessons, examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy