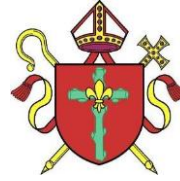




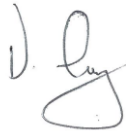
St. Patrick's
Catholic Voluntary Academy



PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education referencing the Catholic Education Service documents)

Christ with me, wherever I go. Christ around, above, below.

This policy was adopted by The Governing Body of St. Patrick's Catholic Voluntary Academy		
Date: February 2023	Signed: 	To be reviewed: February 2025

Mission Statement

St. Patrick's Catholic Primary School, together with home, parish and local communities, works to maintain a happy, secure, stimulating and welcoming environment, enhancing children's learning and celebrating the achievement of everyone. We achieve this through living the gospel values based on acceptance, affirmation, love and respect.

We seek to recognise, develop and celebrate all that makes us fully human through an ever deepening relationship with God and each other, firmly rooted in the teaching of Jesus Christ and nourished through prayer and worship.

We value co-operation, openness and trust, leading to the growth of confidence, appreciation of all our gifts, culminating in a sense of self-worth, responsibility and true belonging.

In the spirit of equality, we will strive to help all children achieve their full potential, working towards excellence as an expression of personal dignity and fulfilment.

RSE Curriculum Intent

Our RSE 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 God's call to love others with a proper respect for their dignity and the dignity of the human body.

The school uses the Journey in Love and Jigsaw schemes of work to deliver the RSE curriculum. We follow the guidance set out by the DfE, the CES (Catholic Education Service) and the NDRCES. Assessment of RSE is formative using the National Curriculum statements.

The DfE provides the following definition in its guidance:

‘It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance...for family life, of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.’

The intent of our Relationships and Sex Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

Our programme aims to provide the basis for an ongoing programme of RSE that begins in Reception and continues through to Year 6 that will assist children to:

- Develop positive values and a moral framework that will guide pupils’ decisions, judgements and behaviour as they move into adolescence and adulthood
- Understand the consequences of their actions and behave responsibly within all relationships
- Have the confidence and self-esteem to value themselves and others and to have respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Avoid being exploited or exploiting others
- Avoid being pressurised into behaviours or situations they do not feel comfortable with
- Understand the processes of puberty, conception and birth
- Show respect for their own bodies and other people’s
- Recognise their emotions and express them effectively and appropriately
- Understand the importance of family life for all and, in particular in the development of a child
- Recognise and respect that different people make different decisions about the relationships they choose to enter into.

The intent of our RSE curriculum is to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills, virtues and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.

The Catholic character of the school requires that, in the specific area of RSE, the leadership and management of St. Patrick’s School, working with foundation governors, will:

- ensure that the school seeks to remain faithful to Catholic belief and teaching on matters of faith and morality;
- promote Catholic belief and teaching concerning human dignity and relationships and, in particular, encourage an understanding of and respect for the sanctity of human life, the virtue of chastity, and the sacrament of marriage;
- oversee the delivery of education in sex and relationships to guarantee its faithfulness to the belief and teaching of the Catholic Church (this includes the content of teaching and resources) so that it excludes anything which risks reducing the understanding of sexuality to the level of a mere bodily function, biological process or recreational activity;

- demonstrate pastoral sensitivity for the cultural, personal and family circumstances of children and young people while maintaining the integrity of Catholic belief and teaching;
- enable the formation of children and young people through a consistent application of Catholic belief and teaching on matters of faith and morality across the whole curriculum and from all staff;

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions for PSHE and relationships and sex education (RSE). We set out our rationale for, and approach to, PSHE and relationships and sex education in the school.

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum: Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Please also refer to our Curriculum Overview, linking all subjects/activities which relate to PSHE & RSE here at St Patrick's.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

However, the reasons for our inclusion of RSE go further.

Here, at St. Patrick's Catholic Voluntary Academy we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the needs of our children. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw, and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

PSHE

Our PSHE policy is informed by existing DfE guidance:

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).
This policy also draws on the Catholic Education Service documentation on RSE teaching.

At St. Patrick's Catholic Voluntary Academy, we teach Personal, Social, and Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Please refer to the overview of the Jigsaw PSHE programme on our school website

This also supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained 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."

Secretary of State Foreword DfE Guidance 2019 p.4-5

At St. Patrick's Catholic Voluntary Academy we allocate 30 minutes to PSHE each week (or 1 hour every 2 weeks) in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and Collective Worship,
- Praise and reward systems,
- Learning Charter,
- Through relationships (child to child, adult to child and adult to adult) across the school.

We aim to ‘live’ what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes.

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.

This also includes the PSHE Jigsaw Topics:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured in every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born'.

Rationale

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

At St. Patrick's Catholic Voluntary Academy, we deliver 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 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) RSE 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 RSE 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 to Live By

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 God’s call to love others with a proper respect for their dignity and the dignity of the human body. The following Virtues to Live By will be explicitly explored and promoted:

Advent	Lenten	Pentecost
Respect / Courtesy	Faith	Resilience / Perseverance
Thankfulness	Simplicity	Kindness
Hope	Love / Charity	Honesty
Patience	Forgiveness	Service

Aim of RSE 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 RSE 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;
- 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;

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 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. (In looking at these questions, it is important to draw links to the school's Inclusion Policy).

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, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Broad Content of RSE Programme / Resources

In order to meet the requirements of the RSE curriculum we use Jigsaw (our PSHE Scheme of work) and Journey in Love. As a school, we focus on the three core themes below and these are covered through Come and See, Journey in Love, Jigsaw, Virtues to live by and Statements to live by.

Created and Loved by God - (this explores the individual)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

Created to Love Others - (this explores an individual's relationships with others)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

Created to Live in Community - local, national and global - (this explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Our Curriculum Overview shows how these three core themes are covered throughout our broader curriculum.

Parents and Carers

We recognise that parents (and other carers who stand in their place) 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.

Journey in Love

Our whole life is a journey of love. From the moment we are conceived to our death, we form relationships with those around us - our families, friends, peers etc. It is important that we learn about how relationships work in order that we may form positive relationships and learn how important it is to be committed in these relationships if they are to thrive and grow.

In order to enhance pupils' relationships with others, we teach the following topics across the different year groups. Parents are notified explaining what Journey in Love entails and what topics are taught in which key stage.

Each year group will be focussing on the following:

F1 - Wonder at God's love

- Physical - Hands e.g. size, nails etc., eyes e.g. shape, colour etc., faces
- Social - Do we all look the same?
- Emotional - Observe and become sensitive to facial expressions
- Intellectual - The cause of happy and sad feelings
- Spiritual - The wonders of God's world e.g. people, animals, trees, land, sea

F2 - God loves each of us in our uniqueness

- Physical - Does it matter if we are different?

- Social - With whom do I play with at school/home?
- Emotional - How do you feel about your friend?
- Intellectual - Is it important to have friends?
- Spiritual - Is Jesus our friend?

Y1 - We meet God's love in our family

- Physical - Who is in my family?
- Social - Sharing the wonder of moments of growth and development e.g. when they first crawled, walked etc.
- Emotional - What are the happiest/saddest moments in your family?
- Intellectual - Why do we need to grow up in a family?
- Spiritual - We are members of God's family

Y2 - We meet God's love in the community

- Physical - Do you belong to a community?
- Social - Is belonging to a community important?
- Emotional - How does a community help us to develop our feelings and emotions?
- Intellectual - Could people feel alone even though they belong to a community?
- Spiritual - If God is called "Our Father", what does that make us?

Y3 - How we live in love

- Physical - Who takes care of me?
- Social - How do I keep myself safe?
- Emotional - How do you feel when a friend is not there for you?
- Intellectual - Can you recognise the difference between being alone and being lonely?
- Spiritual - Jesus accepted Zacchaeus, an outcast, as a friend, welcomed him and forgave him.

Y4 - God loves us in our differences

- Physical - Identify the development of the baby in the womb
- Social - How do I accept and celebrate who I am?
- Emotional - How do I appreciate my own gifts, talents, achievements and all that makes me unique?
- Intellectual - Can I identify and name my feelings?
- Spiritual - St. Paul's teaching on love: Love is Patient and kind ...

Y5 - God loves me in my changing and developing

- Physical - Identify and celebrate the ways in which I have changed since birth
The external and internal changes which happen to boys and girls in puberty.
- Social and Emotional - Recognise behavioural changes as we grow up.
- Spiritual - Share with each other and celebrate the wonder of change.

Y6 - The wonder of God's love in creating new life

- Physical - How human life is conceived
- Emotional - Relationships develop and eventually, you may be able to use the word love
- Social - Recognise and compile a list of the signs of love expressed in those around us
- Spiritual - Understand that God causes new life to begin through the love that parents have for each other.

Parents were consulted before this policy was ratified by the governors and during the development of the RSE programme.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p. 17

At St. Patrick's Catholic Voluntary Academy, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DfE Guidance that Sex Education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this through Journey in Love, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children and therefore parents have the right to request their child be withdrawn from these Journey in Love lessons after a discussion with the Headteacher.

The school will inform parents that we are teaching RSE through our Journey in Love scheme in the weeks leading up to this being taught in the Pentecost Term 2.

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. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. 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.

Responsibility for Teaching the Programmes

Responsibility for the specific relationships and sex education programme lays with all teaching staff and will be overseen by the RE Coordinator (Headteacher).

All staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Occasionally, our school will 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.

Health professionals should follow the school's policies, minimising the potential for inappropriate comments using negotiated ground rules and distancing techniques (depersonalising the situation) as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other roles and responsibilities regarding RSE & PSHE

Governors

- ratify the RSE 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 RSE within PSHE.

Headteacher

The Headteacher 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.

RE Coordinator

The RE Coordinator 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 PSHE and the provision of in-service training. (They will be supported by the curriculum lead for PSHE, Science and the members of staff with responsibility for child protection (DSLs).

All Staff

RSE & PSHE 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 RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. 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 RSE policy is to be delivered as part of the PSHE Jigsaw framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti-Bullying Policy, Safeguarding and Child Protection 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.

At St. Patrick's Catholic Voluntary Academy we promote respect for all and value every individual child.

We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?' which can be downloaded from the 3-11 Community Area, 'Public Information' tab.

Children's questions (Adapted to include Jigsaw Practices)

The governors and leadership team want to promote a healthy, positive atmosphere in which RSHE & PSHE 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. These may be a matter of maturity, of personal involvement or experience, 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 PSHE programme. The use of the Jigsaw Charter, 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 hint at abuse, is deliberately tendentious or is of a personal nature. Jigsaw PSHE provides training for teachers in order to support them in these issues and these will also be dealt with in accordance with our Safeguarding and Child Protection Policy.

Supporting Children and Young People Who Are At Risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to the 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 and Child Protection 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 approach to pastoral care. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are or abusive for instance. Teachers will explain that in such circumstances 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 Evaluation

The RSE Coordinator and Headteacher will monitor the provision of the various dimensions of the programme by 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.

Jigsaw PSHE documents associated with this policy:

Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)

Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

How can Jigsaw, the mindful approach to PSHE (ages 3-11), support Catholic Schools in delivering Relationships, Health and Sex Education with regard to "Learning to Love" and the DfE statutory requirements for Relationships and Health Education in Primary Schools (England 2019) and Sex Education