

ANNECY CATHOLIC PRIMARY SCHOOL

DIOCESE OF ARUNDEL AND BRIGHTON
EAST SUSSEX COUNTY COUNCIL

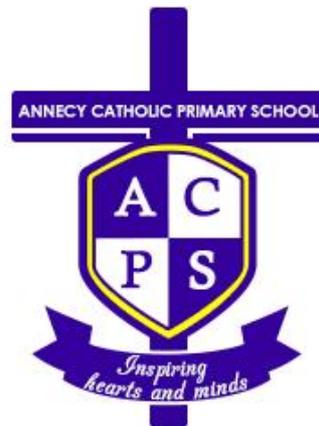
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Approved by	Governing Body
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Responsibility	Headteacher
This policy should be read in conjunction with the following documents	Anti-Bullying Policy, Behaviour Policy, Safeguarding Policy

Relationship, Sex and Health Education Policy

Relationship, Sex and Health Education Policy

Introduction

The Governing Body of Anney Catholic Primary School, believes that Relationship, Sex and Health Education (RSHE) is an essential part of a holistic education since its focus is the individual, uniquely created by God in His own image. Through RSHE, children come to understand more about themselves, others and the beauty of Creation.

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1. Aims

At Anney Catholic Primary School, Relationships, Sex and Health Education (RSHE) and citizenship are part of our wider focus on the Gospel Values and our ethos as a Catholic Primary School. Much of the RSHE aims are fostered through our RE and worship.

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

We aim to provide pupils with knowledge, understanding, attitudes, values and skills they need in order to reach their God-given potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their schools and their communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on the experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form effective, fulfilling relationships that are an essential part of life and learning.

2. Statutory requirements

We must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Annecy Catholic Primary School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local Diocesan guidance.
2. Staff consultation – all school staff were given the opportunity to participate in a questionnaire about RSHE provision and look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were consulted on the new policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, health, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of the pupils of Annecy. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online – this may be in consultation with parents.

Primary sex education will focus on:

- To be able to describe how boys' and girls' bodies change during puberty.
- To understand that some of my personal characteristics have come from my birth parents.
- To be able correctly label the internal and external parts of male and female bodies that are necessary for making a baby.
- To be able to know how the circle of change works and can apply it to changes I want to make in my life.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum through regular bi – weekly sessions. Biological aspects of RSHE are taught within the science curriculum, other aspects are included in religious education (RE) and through the teaching of Protective Behaviours.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Changes

For more information about our RSHE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances and that we reflect the different families of our school community (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Sex Education

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DfE, all RSE in our school will be firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils. Teachers will use 'A Journey in Love' by Sr Jude Groden to guide their lesson planning.

Key Stage 1 (5-7) Statutory

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense;

Notice that animals, including humans, have offspring which grow into adults;

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air);

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and Guidance (non-statutory)

The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 2 (7 – 11) Statutory

Describe the changes as humans develop to old age.

Notes and Guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Statutory

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Notes and Guidance (non-statutory)

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher
- Those responsible for the teaching of RSHE in our school are:
 - Paul Gallagher- Headteacher
 - Carol Hardwicke- Assistant Head
 - Rebecca Pratt- RE Co-ordinator

7.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The school believes that it is important to have the support of parents/carers and the wider community for the RSHE/Citizenship curriculum.

Parents/carers are provided with opportunities to find out about and discuss the schools' programme through:

- parent/carer curriculum subject information letter
- parent/carer evenings
- information leaflets/displays
- the school website
- homework activities
- the school newsletter

10. Monitoring arrangements

The delivery of RSHE is monitored by the headteacher and members of the Senior Leadership team through:

Observation, planning, work sampling, learning walks, and discussions with teaching staff and pupils to ensure consistent and coherent provision.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the SLT and the whole teaching staff. At every review, the policy will be approved by the Full Governing Body and the headteacher.

Appendix 1

RSHE Progression of skills and outcomes

Half term focus	KS1			KS2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online safety	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety
Autumn 1: All about me	<p>To be able to makes others feel welcome.</p> <p>To be able to explore how our school is safe.</p> <p>To be able to know our right to learn.</p>	<p>To be able to explain why my class is a happy place.</p> <p>To be able to describe the ingredients of good learning.</p> <p>To be able to give examples of how I can make the class a happy place.</p>	<p>To be able to explain how my behaviour affects others.</p> <p>To be able to compare choices.</p> <p>To be able to discuss the outcome of different choices.</p>	<p>To be able to face new challenges positively.</p> <p>To understand that my actions affect myself and others.</p> <p>To be able to make responsible choices and take action</p>	<p>To know that my attitudes and actions make a difference to the class team.</p> <p>To understand who is in my school community, the roles they play and how I fit in.</p> <p>To understand how democracy and having a voice benefits the school community</p>	<p>To be able to face new challenges positively and know how to set personal goals.</p> <p>To understand my rights and responsibilities as a British citizen.</p> <p>To make choices about my own behaviour because I understand about rewards and consequences</p>	<p>To know that there are universal rights for all children but for many children these rights are not met.</p> <p>To understand that my actions affect other people locally and globally</p> <p>To understand how an individual's behaviour can impact on a group</p>

<p>Autumn 2: Differences</p>	<p>To be able to accept that we are all different.</p> <p>To be able to consider how we can include others.</p> <p>To be able to explore how can help others.</p>	<p>To be able to discuss the ways in which we are similar and different.</p> <p>To be able to discuss why we are all special.</p> <p>To be able to explain what bullying is and how it might feel.</p>	<p>To be able to explain what bullying is and how it might feel.</p> <p>To be able to explain how it feels to have a friend.</p> <p>To be able to explain why it is ok to be different from my friends.</p>	<p>To understand that everybody's family is different and important to them.</p> <p>To know that witnesses can make the situation better or worse by what they do.</p> <p>To recognise that some words are used in hurtful ways.</p>	<p>To understand that, sometimes, we make assumptions based on what people look like.</p> <p>To know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p>To be able to identify what is special about me and value the ways in which I am unique</p>	<p>To understand that cultural differences sometimes cause conflict.</p> <p>To understand what racism is.</p> <p>To be able to explain the difference between direct and indirect types of bullying</p>	<p>To understand how having a disability could affect someone's life.</p> <p>To understand there are different perceptions about what normal means.</p> <p>To be able to explain ways in which difference can be a source of conflict and a cause for celebration</p>
<p>Online safety</p>	<p>Online safety</p>	<p>Online safety</p>	<p>Online safety</p>	<p>Online safety</p>	<p>Online safety</p>	<p>Online safety</p>	<p>Online safety</p>

<p>Spring 1: My future</p>	<p>To be able to keep trying when something is tricky.</p> <p>To be able to work well with others in a group.</p> <p>To be able to help others achieve their goals.</p>	<p>To be able to describe a time I was successful and how it was celebrated.</p> <p>To be able to describe how I feel when I achieve something.</p> <p>To be able to discuss how others must feel when they achieve something.</p>	<p>To be able to explain how we all bring something different to a team.</p> <p>To be able to explain how it felt to be part of a team.</p> <p>To be able to identify different feelings when working in a team.</p>	<p>To be able to identify a dream/ambition that is important to me.</p> <p>To be able to face new learning challenges and work out the best ways for me to achieve them.</p> <p>To be able to recognise obstacles which might hinder my achievement and take steps to overcome them.</p>	<p>To understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>To know how to make a new plan and set new goals even if I have been disappointed</p> <p>To identify the contributions made by myself and others to the group's achievement</p>	<p>To understand that I will need money to help me achieve some of my dreams.</p> <p>To find out about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</p> <p>To understand that communicating with someone in a different culture means we can learn from each other</p>	<p>To be able to identify problems in the world that concern me and talk to other people about them.</p> <p>To be able to work with other people to help make the world a better place.</p> <p>To know my learning strengths and can set challenging but realistic goals for myself</p>
<p>Spring 2: Being healthy</p>	<p>To be able to make healthy choices.</p> <p>To be able to</p>	<p>To be able to describe the ways I can keep my body healthy.</p>	<p>To be able to explore how medicines and foods can be good for my</p>	<p>To understand how exercise affects my body and know why my heart and lungs are such</p>	<p>To be able to recognise how different friendship groups are</p>	<p>To know the health risks of smoking and can tell you how tobacco affects</p>	<p>To know about different types of drugs and their uses and their effects on the</p>

	<p>know how to be a good friend and have healthy relationships.</p> <p>To be to discuss ways to stay calm in tricky situations.</p>	<p>To be able to discuss how being healthy can you make you feel happy.</p>	<p>body.</p> <p>To be able to compare my own and others healthy choices.</p> <p>To be able to express how it feels to make healthy choices.</p>	<p>important organs.</p> <p>To be able to explain my knowledge and attitude towards drugs</p> <p>To know how complex my body is and how important it is to take care of it</p>	<p>formed, how I fit into them and the friends I value the most.</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>To be able to recognise when people are putting me under pressure and can explain ways to resist this.</p>	<p>the lungs, liver and heart.</p> <p>To know some of the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and heart.</p> <p>To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>body particularly the liver and heart.</p> <p>To be able to evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>To understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p>
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Online safety	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety
<p>Summer 1: Relationships</p>	<p>To be able to know and show what makes a good friendship.</p> <p>To be able to know strategies to help themselves and others when they feel sad.</p> <p>To be able to help others feel part of a group.</p>	<p>To be able to explain why I have special relationships with some people.</p> <p>To be able to explain how these relationships make me feel safe.</p> <p>To be able to give examples of behaviours I like and dislike.</p>	<p>To be able to explain how some relationships make me feel safe and special.</p> <p>To be able to describe the qualities I like in friendships.</p> <p>To be able to solve problems in friendships.</p>	<p>To be able to identify and put into practice some of the skills of friendship.</p> <p>To know and use some strategies for keeping myself safe.</p> <p>To know how to express my appreciation to my friends and family</p>	<p>To be able to identify the web of relationships that I am part of.</p> <p>To be able to explain different points of view on an animal rights issue.</p> <p>To be able to show love and appreciation to the people and animals who are special to me</p>	<p>To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>To be able to recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>To be able to explain how to stay safe when using technology to communicate with my friends</p>	<p>To know some of the feelings we can have when someone dies or leaves.</p> <p>To be able to recognise when people are trying to gain power or control.</p> <p>To be able to understand how technology can be used to try to gain power or control and am able to use strategies to prevent this from happening</p>

<p>Summer 2: Changes</p>	<p>To be able to understand that we are all unique and special.</p> <p>To be able to understand the changes that have happened</p>	<p>To be able use scientific language to describe my body.</p> <p>To be able to explain the changes to my</p>	<p>To be able to scientific language to describe my body and explain why they are private.</p>	<p>To be able to express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p> <p>To begin to think</p>	<p>To begin to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>To be able to</p>	<p>To be able to describe how boys' and girls' bodies change during puberty</p> <p>To be aware of my own selfimage and how</p>	<p>To understand that some of my personal characteristics have come from my birth parents.</p> <p>To be able correctly label the</p>
	<p>to me.</p> <p>To be able to look forward to change.</p>	<p>body since I was a baby.</p> <p>To be able to discuss why areas of my body are private.</p>	<p>To be able to explain what I like about being me.</p> <p>To be able discuss how people feel differently to me.</p>	<p>about changes I will make when I am in Year 4 and know how to go about this</p>	<p>explain about the natural process of growing from young to old and understand that this is not in my control.</p>	<p>my body image fits into that.</p> <p>To be able to identify what I am looking forward to when I am in Year 6</p>	<p>internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>To be able to know how the circle of change works and can apply it to changes I want to make in my life.</p>

Appendix 2 By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships □ The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	