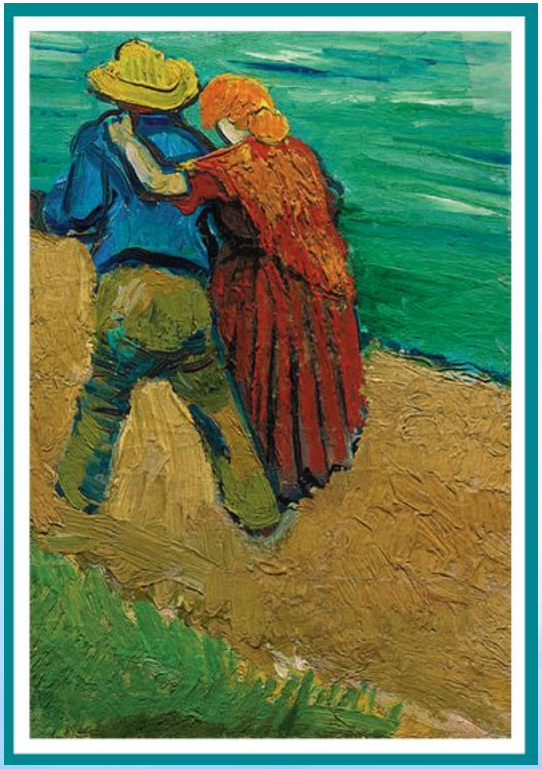
RSHE at St Joseph's

Parent Workshop

Why is RSE in Catholic Schools important?

RSE is part of the mission of Catholic schools to educate the **whole person**. It should be carried out as part of the **holistic** education which seeks to form as well as inform young people in **preparation for adult life**.



We follow our Mission Statement

Our Mission Statement commits us to the education of the whole child and to **welcome every person as loved by God**: we believe that RSHE is an integral part of this education.

Learning within RSHE is an important part of our mission to **build and form positive relationships** between people, educate each child as to the consequences of their **actions**, make choices that promote the **common good** and nurture every person to **care** for others.

St Joseph's Catholic Primary School Mission Statement

Learning and growing together with Christ.

	At St Joseph's we strive to:
Education for All	Welcome every person, so that we all grow together as people loved by God, in our families, our school, our parish and our communities
Educating the Whole Person	Nurture each person to care about others, championing peace and justice for all
The Search for Excellence	Support every person to be an excellent learner, encouraging them to achieve their best within a safe learning environment
The Uniqueness of the Individual	Build and form positive relationships between all our people, based on trust and respect
The Development of Moral Values	Educate every person to understand the consequences of their actions, making choices that promote the common good.

Our mission can be summarised in the words of Jesus:

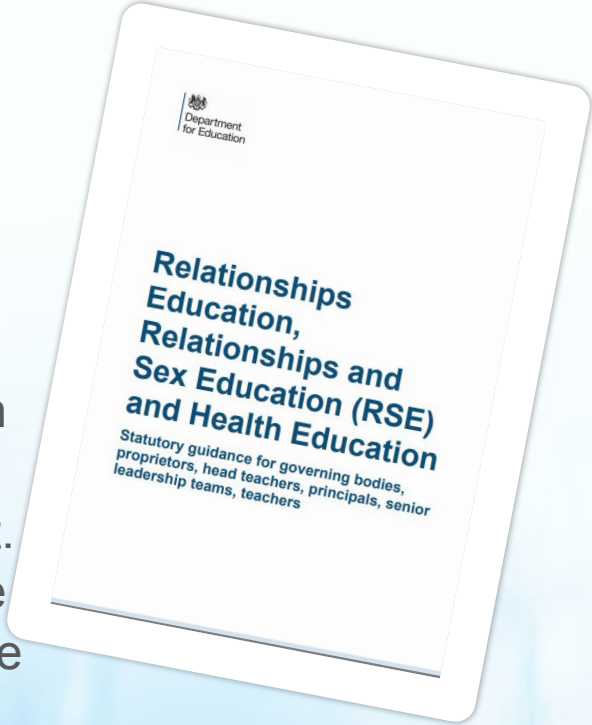
"Love one another as I have loved you."

What can we offer through RSE?



- Understanding their value and the **values** of others.
- Instilling **confidence and self-esteem**.
- Reliable, **correct** information in a safe learning environment
- Knowing how to keep **safe**.
- Helping with **peer pressure**.
- Learning how to make **sensible and informed** decisions in a changing cultural climate.
- Understanding the positive impact of **loving** God, self, neighbour and our common home

What does the law say?



RSHE is a combined subject of **statutory RSE** and **Health Education**. The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care.

The teaching of Health Education across the Curriculum, encompassing **physical health and mental wellbeing**, as well as content from the **Science National Curriculum**, are an additional **statutory requirement** of maintained schools.

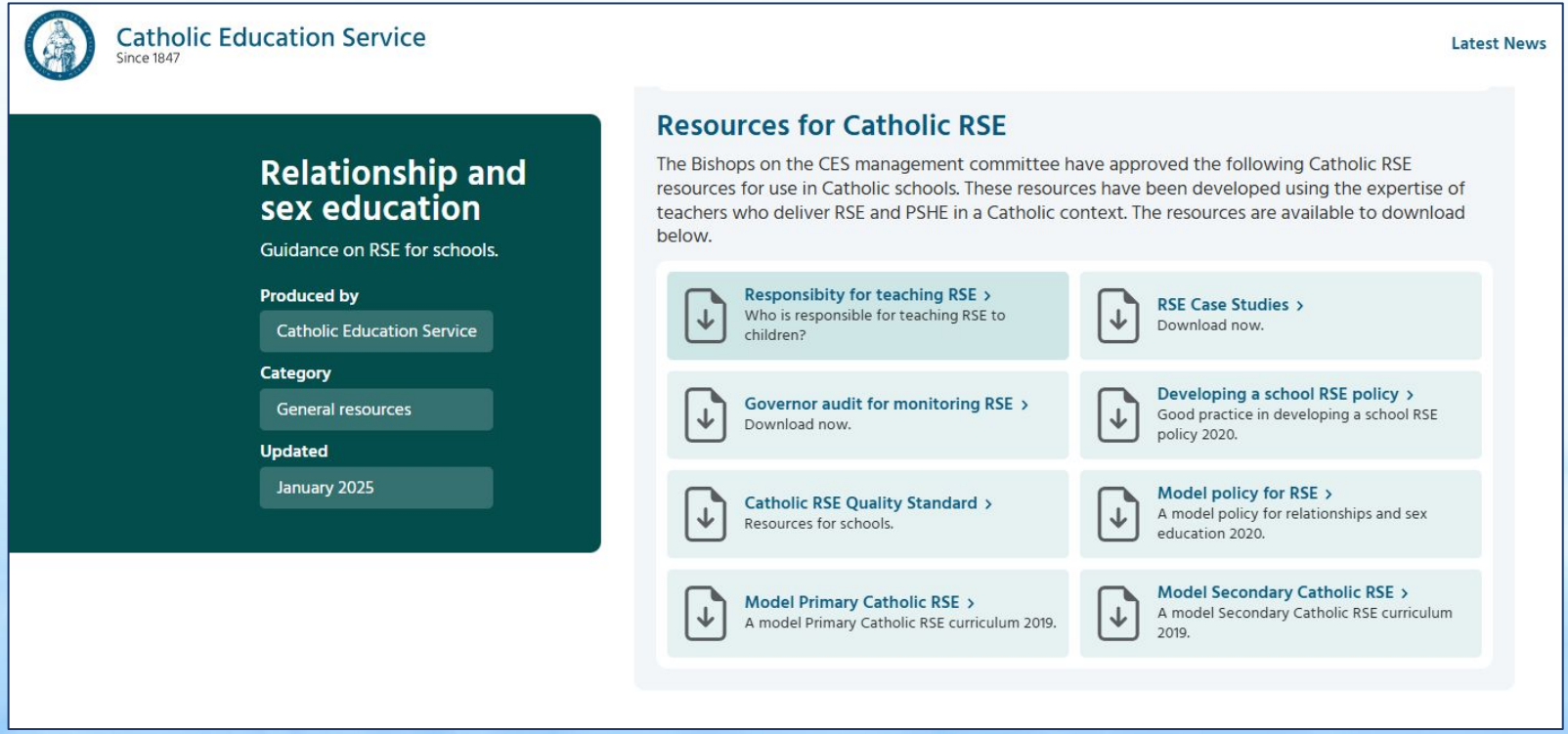
What does the Church say?

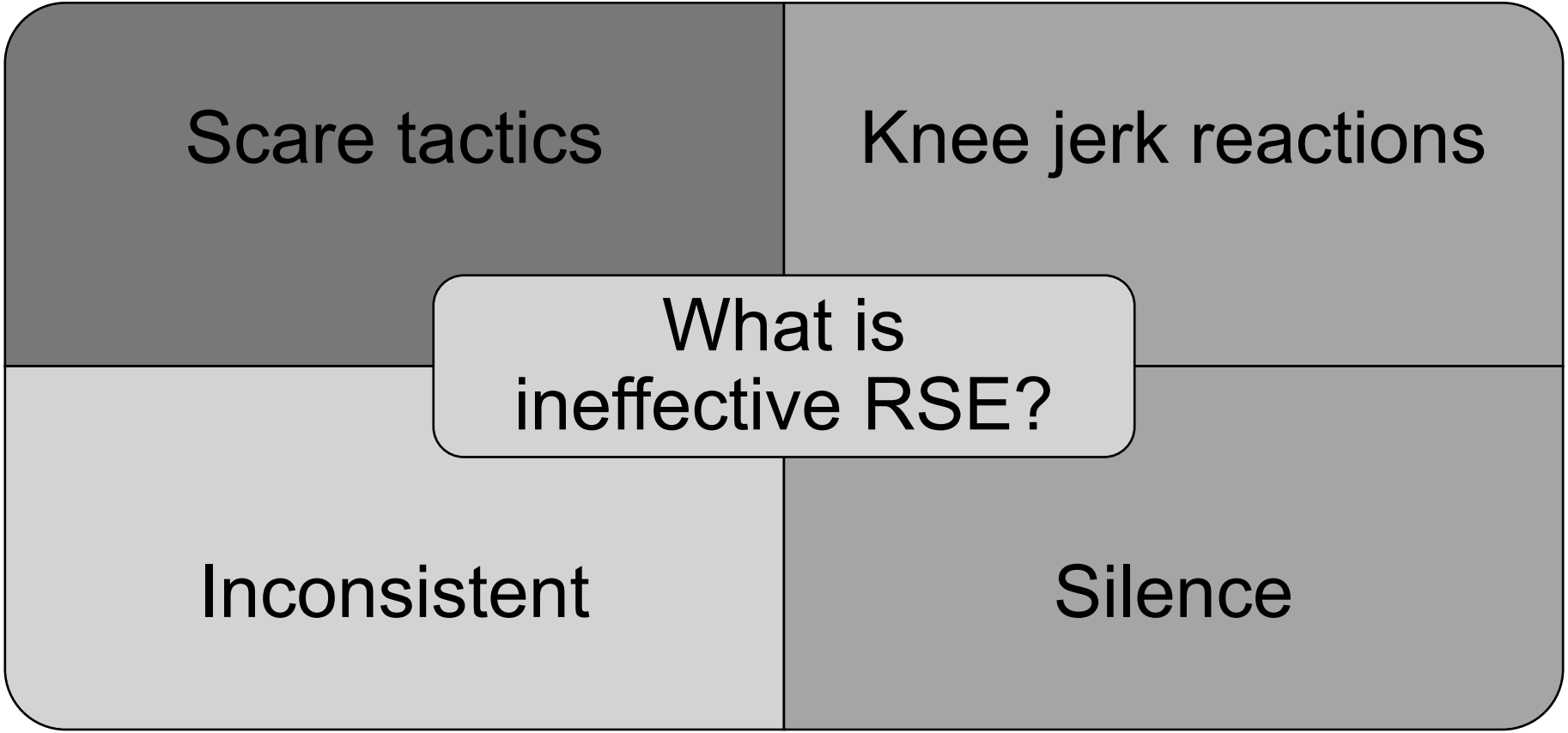


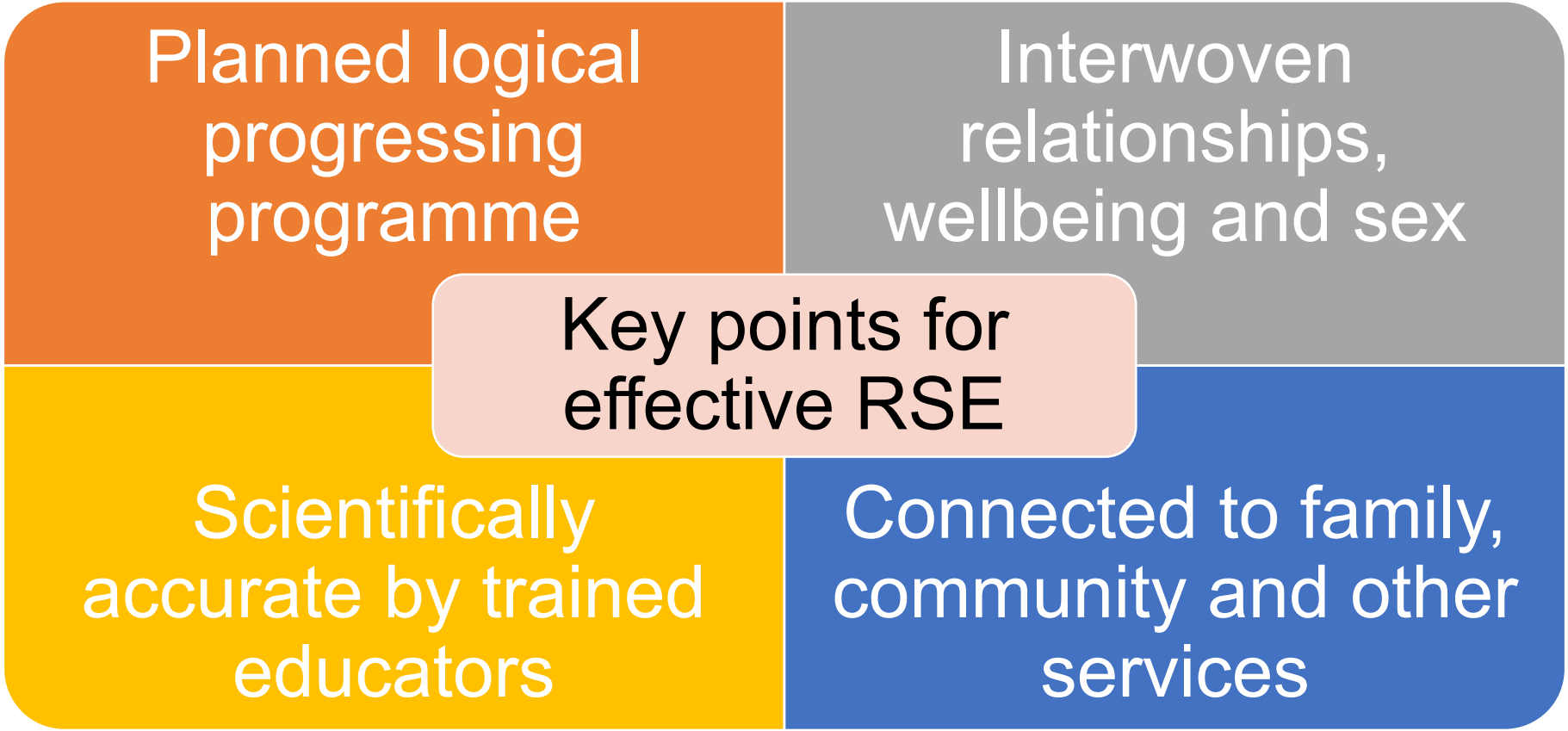
We are involved in relationships, health and sex education precisely because of our Christian beliefs about **God** and about the **human person**. The belief in the unique **dignity of the human person** made in the image and likeness of God underpins the approach to all education in a Catholic school. 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.

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, and support will be provided to help pupils deal with different sets of values.

What does the CES offer?

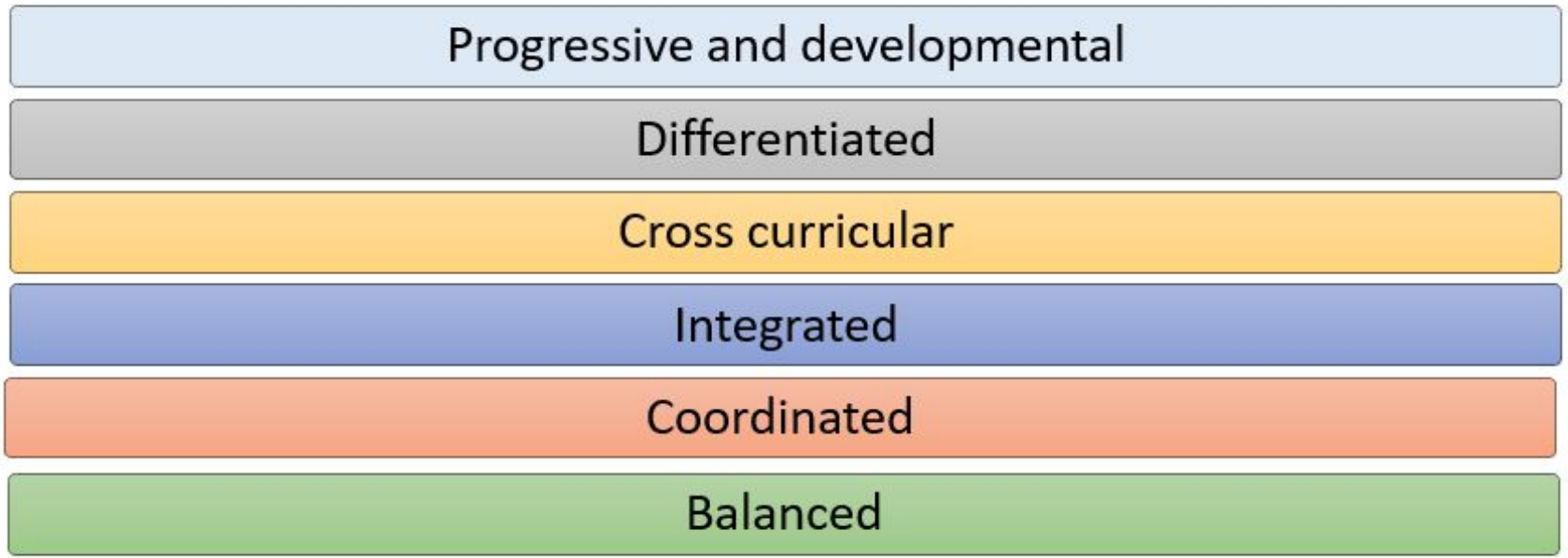



Scare tactics
Knee jerk reactions
What is ineffective RSE?
Inconsistent
Silence


Planned logical progressing programme
Interwoven relationships, wellbeing and sex
Key points for effective RSE
Scientifically accurate by trained educators
Connected to family, community and other services

Pedagogical principles

‘It must, above else, qualify as good education’.
(Model Curriculum p1)



How does it cater for each pupil's needs?

We will ensure RSHE 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).

Primary Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them.

In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further details by searching **'relationships, sex and health education'** on GOV.UK.

Primary Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

You can find further details by searching **'relationships, sex and health education'** on GOV.UK.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

(The science curriculum in all primary schools also includes content on human development, including reproduction, which there is no right to withdraw from.)

Who are the first educators of children?

The Church recognises that **parents are the first teachers** of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development.

Catholic schools help parents in this task and seek to work in partnership with them. Parents are consulted whenever the school's RSHE policy is reviewed. They are given the opportunity to discuss the content of any programme of RSHE that will be delivered and resources that are planned to be used.

The **Parent Portal** on the school website provides information about all the lessons your children are learning and information to support conversations at home about each topic.

Our Curriculum

We use the ‘Life to The Full’ Programme from the Catholic charity **TenTen** to deliver our core RSE content. The programme is endorsed by the **Catholic Bishops of England and Wales** and the **Diocese of Southwark** and has been used successfully in this and partner schools for a number of years.

This is supplemented by selected lessons from the Collins ‘**My Life**’ programme to cover additional PSHE content and First Aid lessons from **St John Ambulance**.

The development and understanding of Relationship, Health and Sex Education will be taught in all year groups and content will be age appropriate and explicitly follow the Teachings of Christ.

The programme is split into three core areas.

Three core areas

Created and loved by God	• 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	• 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	• 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.

Created and loved by God

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 and loved by God will focus on:

- Religious understanding of the human person and loving ourselves
- Me, my body, my health
- Emotional well-being and attitudes
- Life cycles and fertility

Created to love 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 love others will focus on:

- Religious understanding of human relationships and loving others
- Personal relationships
- Keeping safe and people who can help us

Created to live in community

**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
the good of individuals and the good of society.**

Created to live in community will focus on:

- Religious understanding of the importance of human communities
- Living in the wider world

Education in virtue

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues **should underpin the teach habits which are learned from experiencing but also should emerge as a consequence of it**. Virtues are cultivated and gained through imitation of the same virtues as modelled by those who teach. They express the qualities of character that schools **should seek to develop in their pupils,** through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	**Story Sessions** 1. Handmade with love **Transition** School routines and rules	**Me, My Body, My Health** 1. I am me 2. Head, shoulders, knees and toes 3. Ready teddy	**Emotional Wellbeing** 1. I like, you like, we all like 2. Good feelings, bad feelings 3. Let's get real **Life Cycles** 4. Growing up	**Personal Relationships** 1. Role model 2. Who's who? 3. You've got a friend in me 4. Forever friends	**Keeping Safe** 1. Safe inside and out 2. My body, my rules 3. Feeling poorly 4. People who help us	**Living in the Wider World** 1. God is love 2. Loving God, loving others 3. Me, you, us
Year 1	**Story Sessions** 1. Let the children come **Feelings** 2. Feelings, likes, dislikes 3. Feelings inside out 4. Super Suzie gets angry	**Healthy Me** 1. Keeping fit is fun 2. Sweets 3. How can being online be unhealthy? 4. Keeping safe in the sun	**Personal Relationships** 1. God loves you 2. Special people 3. Treat others well... 4. ...And say sorry 5. Physical contact	**Staying Safe** 1. Rules to help us 1. Staying safe in my school 2. Staying safe outside 3. Staying safe at home 4. Keeping myself safe	**Living in the Wider World** 1. The communities we live in 2. Our beautiful world 3. Reducing for the planet 4. New from old 5. We make a difference	**Money Matters** 1. Where does my money come from? 2. How can I keep my money safe? 3. Where do adults get their money? 4. What job would I like?

Year 2	**Story Sessions** 1. Let the children come **Healthy Minds** 2. Marvellous minds 3. Emotions everywhere 4. Screen time and sleep 5. Self-care and relaxation	**Families and Marriage** 1. What is a family? 2. Families are different and the same 3. How do you spend time with your family? 4. Weddings and marriage	**Feeling Included** 1. An alien welcome 2. Including everyone 3. We've fallen out 4. Important people in history	**Keeping Safe** 1. Real life online 2. Good secrets and bad secrets 3. Physical contact 4. Harmful substances 5. Can you help me? Part 1 6. Can you help me? Part 2	**Living in the Wider World** 1. Three in One 2. Who is my neighbour? 3. I can help make a difference 4. I can make a difference to our world 5. Who lives in my local environment? 6. I can improve my local environment	**Me, My Body, My Health** 1. I am unique 2. Clean and healthy 3. Boys and girls[1] **Life Cycles** 4. The cycle of life 5. Beginnings and endings *[1](Correct names for genitalia are used – penis, testicles, vagina, vulva)*
Year 3	**Story Sessions** 1. Get up! **Emotional Wellbeing** 2. The Sacraments 3. What am I feeling? 4. What am I looking at? 5. I am thankful	**Exercise** 1. What's so good about exercise? 2. Let's get fit and have fun 3. What happens to my body if I don't exercise? 4. Getting healthy outdoors 5. Recognising ill health and asking for help	**Being Resilient** 1. Celebrating achievements 2. Setting goals and having aspirations 3. Resilience 4. A growth mindset 5. It's OK to fail	**Me, My Body, My Health** 1. We don't have to be the same 2. Respecting our bodies **First Aid** 3. Emergencies and calling for help 4. Head injuries 5. Bites and stings	**Stereotypes** 1. Boys vs girls 2. Men vs women 3. Fairy tales with a difference 4. That's stereotyping 5. Knowing what to say	**Being Part of a Community** 1. I belong to my class 2. I belong to my family 3. I belong in my community 4. Kindness in the community 5. It's everyone's community

Year 4	**Story Sessions** 1. Jesus my friend **Trust and Bullying** 2. Friends, families and others 3. When things feel bad **Charity** 4. A community of love 5. What is the Church? 6. How do I love others?	**Respect** 1. A fantastic friend 2. I don't like it when… 3. When friendships go wrong 4. Five fingers 5. It's only a joke	**Nutrition and Dental Health** 1. Healthy food, healthy me! 2. Unhealthy choices, unhealthy me! 3. Chef for the day! 4. Looking after myself 5. Looking after my teeth ~~6. Respecting our bodies~~	**Money Matters** 1. What is money? 2. How does society manage our money? 3. What can I do to make money in the future? 4. Easter Enterprise I 5. Easter Enterprise II	**Keeping Safe** 1. Sharing online 2. Chatting online 3. Safe in my body 4. Drugs, alcohol, tobacco 5. First aid heroes **First Aid** 6. Asthma	**Emergency Situations** 1. What is an emergency? 2. Fire safety 3. Water safety 4. Celebrating our emergency services 5. Emergency services visitor 6. A time for everything

Year 5	**Story Sessions** 1. Calming the storm **Body Image** 2. Gifts and talents 3. Body image (& through the ages) 4. Peculiar feelings 5. ~~Body image through the ages~~ 5. Images on the internet 6. Celebrating our bodies	**Pressure** 1. Is God calling you? 2. Under pressure 3. Do you want a piece of cake? 4. Self-talk **First Aid** 5. Bleeding	**Fake News** 1. What is fake news? 2. How to spot fake news 3. Clickbait 4. Advertising 5. Who are you? 6. Sharing isn't always caring	**Life in Plastic** 1. The Trinity 2. Catholic Social Teaching 3. What is plastic? 4. How does plastic affect our lives? 5. Making changes 6. Reduce, recycle, reuse.	**Changes in Friendships** 1. What does friendship look like? 2. Falling out 3. Being a bystander 4. Who can we trust? 5. Friendships online.	**Puberty** ~~1. Gifts and talents~~ 1. What is puberty?[1] 2. Emotional Changes 3. Changing bodies[1] 4. Girls' bodies 5. Boys' bodies 6. Spots and sleep *[1](Transferred from LKS2 - Puberty is taught from Year 5 only)*

Year 6	**Story Sessions** 1. Calming the storm **E-Safety and Social Media** 2. The internet – is it all bad? 3. What's my password? 4. You've won a prize 5. You're not my friend 6. It's personal 7. Cyberbullying	**Global Sustainable Development** 1. Reaching out 2. Our world – what's the damage? 3. Global sustainable development goals 4. To travel or not to travel? 5. What's the good news? 6. What can we do to make the world more sustainable?	**Drugs and Alcohol** 1. What are drugs? 2. Legal or illegal? 3. Why do people take drugs? ~~4. Cigarettes & smoking~~ ~~5. Alcohol~~ 4. Impacted lifestyles 5. Making good choices	**Mental and Emotional Health** 1. Mindfulness 2. Self care ~~3. Emotional changes~~ 3. Giving assistance **First Aid** 4. Choking	**Police and the Law** 1. Name that crime 2. It's my right 3. Types of Abuse 4. Community matters 5. Controversial issues 6. You are the judge.	**Life Cycles** 1. Life cycles[1] 2. Making babies I[2] 3. Making babies II[2] 4. Menstruation 5. Hope beyond death 6. Seeing stuff online[3] 6. ~~Equality and respect for all~~[4] 7. Build others up[4]

Sex Education



The **Sex Education** element of RSE will be covered in a **non-statutory** session in Year 6. Parents have the right to withdraw their child from this session. A letter will be provided to Year 6 parents with a permission slip prior to teaching this session.

Sex Education is geared towards a scientific understanding of conception as well as understanding of the responsibility of caring for a child and a spiritual understanding of conception within the context of God's love for the family and the sacrament of marriage.

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.

Pupils will be encouraged to **talk to their parents/carers** about the issues which are discussed in the programme

Who is responsible for teaching RSE?

- Parents
- Governors
- Headteacher
- Teachers and other staff
- Visitors and external speakers
- Parish and diocese



Who is responsible for the teaching of RSE?

Parents and carers

"Sex education, which is a basic right and duty of parents, must always be carried out under their attentive guidance, whether at home or in educational centres chosen and controlled by them. In this regard, the Church reaffirms the law of subsidiarity, which the school is bound to observe when it cooperates in sex education, by entering into the same spirit that animates the parents"[1]

Parents are the first educators of their children. It is their right and responsibility to inform and educate their children in matters relating to human growth and development, particularly sexual development. Therefore, schools should always seek to work in partnership with parents and carers and the teaching offered by schools should complement and not replace their primary role. The Church has a special duty and right to educate as part of its mission, and a Catholic school is the principal means by which it assists parents in their duties.

This principle that parents are the first educators of children is sometimes used as a reason for not including sexual education in school curriculums, or for excluding the elements which deal with puberty and sexual behaviour[2]. However, the principle is a general educational principle – not one that is specific to sexual education. Given that the education process is one of partnership between parents and educators this area too must be taught in school if the parents have sought this partnership in education by electing to send their child to a Catholic school. A Catholic school can no more avoid its responsibilities in this regard than can good Christian parents. The Church's emphasis that parents are the first teachers of their children, includes the recognition that parents will need and welcome help to teach their children about love, relationships and sexuality.[3]

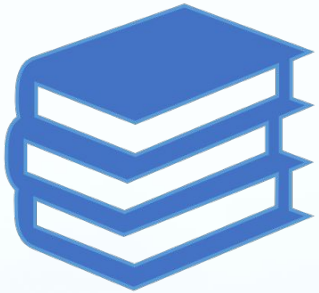
Some parents and carers experience and express difficulty in discussing relationships and sex with their children. The school has a privileged role in collaborating with parents in their educative task and seeks to offer advice and to support them in this situation. This supportive role will be exercised with sensitivity. Many teachers say that parents often welcome the school's support and contributions to RSE, building on what parents begin and continue at home. Similarly, grandparents and the extended family often serve as positive role models for children and young people. They have enormous potential to be a positive influence.

Partnership with parents

- Primary educators of children
- Unique knowledge of your children
- Ability to have regular conversations
- Impart our shared values.
- Teach alongside the school.
- RSE most effective when reinforced at home and elsewhere.

- Some parents find it difficult or lack confidence.
- Some homes are unable to provide this.
- Some children prefer these conversations outside the home

DfE – parent rights



The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are **respected and valued** under this new curriculum.

Teaching at school will **complement and reinforce** the lessons you teach your child as they grow up.

Your child's school is required to **consult with you** when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content.

Schools are required to ensure their teaching **reflects the age and religious background of their pupils.**