



St Alban's

Catholic Primary and Nursery School

Member of St Clare's Catholic Multi Academy Trust, Diocese of Hallam

Let God's love shine in our lives as we grow and learn together

RHE POLICY

Approved by:	Local Academy Committee	Date:
Last reviewed on:	25 th September 2023	
Next review due by:	September 2024	

Context

St Alban's is an average sized Catholic Primary and Nursery School, a member of St Clare CMAT, Diocese of Hallam and works closely with the Catholic Dearne Valley Family of Schools as well as the Sheffield Catholic Schools who are part of St Clare's. Our mission as a Catholic school is to create and develop a community centred upon the teaching of Jesus Christ where all individuals are enabled to reach their full potential in all elements of their lives. Our age range is 2 to 11 with 217 on roll, 187 FTE R – Y6. St Alban's Nursery opened in September 2021, and is led by teachers and experienced qualified Early Years practitioners and has continued to grow in numbers. St Alban's serves the local parishes of St Alban's Catholic Church of Denaby and Conisbrough and Blessed English Martyrs, Mexborough all of which are in the town of Doncaster. The school is in the highest 20% of socio-economically deprived catchments in the country and is one of the 5 most deprived schools in Doncaster with a changing profile of number of Catholics attending. In recent years, there have been children with more complex needs attending and from Y4 down to our youngest learners in Nursery, 80% of children in these classes fall within the 10% most disadvantaged in the country. At St Alban's 41% children are disadvantaged and a higher than average proportion of children with SEN at 32%, most of whom have speech, language and communication (63%) and/or social, emotional and mental health (27%) needs. Children entering EYFS are doing so with increasingly significant needs and our current Reception class have 44% of children with complex SEN. Most children at St Alban's are of White British heritage, with a lower than average proportion of children with EAL at 3.23%. St Alban's has lower than national levels of stability and since January 2021 there has been a 15% increase in the number on roll (R – Y6) therefore increasing mobility factors. Prior to COVID, attendance was 97.48% but reduced significantly with 27.8% persistently absent in 21/22 academic year. During the school year 22/23, attendance improved at a significantly higher rate than the national primary rate reaching 94.03%, an increase of 2.13% on 21/22 and a reduction to less than national levels for persistent absence at 19.6%.

Aims of RHE

Introduction

In this policy the governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and health education (RHE). We set out our rationale for and approach to relationships and health education in the school. This policy is based on Catholic Education Service Model Policy, which then will be adopted at diocesan level. This has been approved for use within all Catholic Primary schools within our dioceses. This policy takes into consideration the new statutory curriculum for PHSCE and how will be delivering this. In Catholic Schools, we teach RHE because we believe that it's a good thing for our students. The Catholic Church has a vision about human flourishing and how, with God's guidance and help, all people can live life to the full, in relationship with Him and with one another. This is the basis for Catholic RSHE.

“We expect all Catholic schools to ensure that space is made in the curriculum for Relationship and Sex Education (RSE)”.

Learning to Love: Catholic Bishops’ Conference of England and Wales 2017

Consultation that has taken place

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and health education (RHE). We set out our rationale for, and approach to relationships and health education in the school. We have consulted with:

- Diocesan representatives who have recommended the programme.
- Teaching staff, to review the current PHSCE provision and to introduce them to the Ten Ten programme and how this fits within statutory guidelines.
- The RE lead and PSHE lead within school.
- Governors.
- Parents have been informed of programme content and choice of resources through a letter.
- Pupils, to introduce RHE learning.

Ten: Ten has been working in partnership with **Catholic Diocese throughout England and Wales**, as well as the Catholic Education Service, to create a fully-resourced scheme of work that will not only meet the new statutory guidance but will provide a truly faith-based programme which will provide the foundation to enable the entire school community to build positive and healthy relationships now and in the future.

Their **Training Courses in Statutory RSHE**, produced in partnership with the **Catholic Education Service** and funded by the **Department of Education**, is aimed at Headteacher’s, Governors and RSHE Leads.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Spring term 2021. This policy will be reviewed every year by the Head teacher, RHE Co-ordinator, the Governing Body and Staff. The next review date is Spring term 2022.

Dissemination

The draft policy will be given to all members of the governing body, and all teachers, teaching assistants and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the RHE curriculum will also be published on the school's web site. Staff also have access to accredited RSHE training through the CES.

<https://rsetraining.catholiceducation.org.uk/>

Defining relationship and sex education

The DFE guidance defines RHE 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. It is also about the teaching of sex, sexuality and sexual health”. 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. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RHE which are statutory parts of National Curriculum Science. (There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. This does not apply to academies). Relationships Education, Relationships and Sex Education (RSE) and Health Education has been updated in 2020 and will become statutory in all primary schools in September 2020 (See Appendix One). By using the TEN: TEN resources, the school will be adhering to all new statutory regulations.

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

“The Second Vatican Council spoke of the need for a ‘positive and prudent sex education’ to be imparted to children and adolescents ‘as they grow older’.... We may well ask ourselves if our educational institutions have taken up this challenge.” Amoris Laetitia (AL) 280

Aims of the Relationship and Health Education Curriculum at St Alban's Catholic Primary School

St Alban's is a smaller than average Voluntary Aided Catholic Primary school taking children from FS2 to Y6 with currently 175 on roll. The school serves the local parishes of St Alban's Catholic Church of Denaby and Conisbrough and English Martyrs, Mexborough all of which are in the town of Doncaster. The school is in the highest 20% of socio-economically deprived catchments in the country and currently 4th most deprived in Doncaster with 34.29% FSM, higher than average proportion of children with SEN at 27.43%, most of whom have speech, language and communication and/or social, emotional and mental health needs. Most children are of White British heritage (%) with a significantly lower than average proportion of children with EAL at 4.75% (all of whom are White Eastern European). St Alban's has lower than national levels of stability with the latest figures at 70% although since January 2021 there has been a 10% increase in number on roll therefore there are increasing mobility factors. There have been increases in attendance with the current attendance at 97.48% although persistent attendance is in the highest 20% nationally for children with FSM and in the lowest 20% nationally for children with SEN. Behaviour in school is good and there have been no permanent or fixed term exclusions in recent academic years. The Section 48 inspection graded the school good. Stable and permanent staffing is now secure with all teachers permanent members of staff and the vast majority of support staff also permanent. A successful succession plan has been in place over the last two years with the Head teacher and Deputy Head Teacher commencing their designate posts in January 2021 after an 18 month period of a co-leadership model with the now retired previous Head teacher. The school is on a rapid journey of school improvement to secure a good Ofsted judgement at the next imminent inspection. Doncaster LA, in conjunction with the Diocese of Hallam and the school leadership team and Governing Body, have risk assessed the school and designated it as a self-improving school with the capacity to achieve a good judgement at the next Ofsted inspection. St Alban's works in successful partnership with the parish, Doncaster LA and the Diocesan family of schools, including those across South Yorkshire and Nottinghamshire within the Hallam Diocese.

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

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

All RHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils

have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

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. RHE, 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, RHE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is 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.

Values and Virtues

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

Aims of RHE and the mission statement

Our mission statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) and we believe that RHE is an integral part of this education. Furthermore, 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.

"...we all need to learn lessons in love, and to find joy and fulfilment in life." Learning to Love: Catholic Bishops' Conference of England and Wales 2017

What does outstanding RHE in Catholic school look like?

In order for Catholic RHE to be fully effective it needs to:

- Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involve parents as they are primary educators of their child;
- Provide a positive view of human sexuality and dignity of the human person;
- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explore and promote virtues which are essential to promoting respect and dignity;
- Be delivered in an age appropriate way which reflects the development of the child;
- Be part of the cross-curricular work in both primary and secondary schools;
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- Be delivered by competent professionals who understand the Church's teaching.

Intent of the Relationship and Health Education Curriculum

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;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;

- 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;
- 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 that there are different aspects of love.
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

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

Implementation of the Relationship and Health Education Curriculum

Outcomes

Inclusion and Differentiated learning

We will ensure RHE 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. This policy will also support the school to develop pupils who are conscious of the need to treat everyone with dignity, respect and tolerance.

Equality 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. We will ensure that pupils who are vulnerable, for whatever reason, are not subject to exploitation.

Broad content of RHE

Three aspects of RHE- attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school ethos, a cross curricular dimension and a specific relationships and sex curriculum.

Ten Ten's new programme for Catholic primary schools, **Life to the Full**, will teach Relationships Education and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

Given that RHE (Relationships and Health Education) was a statutory subject for all schools from September 2020, we are embracing "the challenges of creating a happy and successful adult life" by giving pupils knowledge "that will enable them to make informed decisions about their wellbeing, health and relationships" (DFE Statutory Guidance).

We will deliver this teaching through the prism of Catholic RSHE. The framework of our programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

Life to the Full is a fully resourced Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire

teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

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. Under the TEN:TEN programme this will be facilitated by the use of their parent portal.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHE programme to meet their child's needs.

Parents have ***the right to withdraw*** their children from RHE 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 head teacher. **However, it is strongly advised that parents discuss their concerns with the head teacher before giving notice of withdrawal.** 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 RHE 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 RHE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). 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 programme

Responsibility for the specific relationships and sex education programme lays with the RE co-ordinator who is also the RHE lead.

However, all staff will be involved in developing the attitudes and values aspect of the RHE 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 may call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for external speakers to Catholic Schools'. (See Appendix Two)

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.

Programme Pathway - 1-year cycle over 3 terms

This Programme Pathway delivers the full programme over 3 terms every year. This means that the full learning stages are run twice (eg the full KS1 programme is run with Year 1 and then repeated with Year 2). This is the recommended pathway.

Why repeat the programme?

- Children change and grow; their level of engagement will increase as they develop their social, moral, cultural and spiritual awareness and understanding.
- The learning will be embedded as children build upon what they have previously learned – a truly mastery curriculum.
- Some sessions can be omitted one year if the school feel that children are not quite ready, or they have surpassed that stage of learning; similarly, particular focus can be given to certain topics if it is felt that is needed.

Differentiation

This Programme Pathway requires class teachers to plan lessons a little more carefully by ensuring that the content is age appropriate and that it is differentiated from previous learning. Here, the Suggested Extended Activities are particularly helpful to class teachers who can plan and deliver original sessions using the resources provided in the programme. Children will be happy to return to the same video content that they saw in the previous year.

Other roles and responsibilities regarding RHE

Governors

- Draw up the RHE 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 and the setting of RHE within PSHE.

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' Department and the Local Education Authority (where appropriate), also appropriate agencies.

PSHE/RHE 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 RHE 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

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

Learning about RHE in PSHE classes will link to/complement learning in those areas identified in the RHE audit.

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered in an age-appropriate manner, 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 RHE. These may be a 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 RHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail) (See Appendix 2)

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 RHE takes place. Consideration will be given by senior leaders as to how teachers will be able to create the right environment for delivering lessons. Effective RHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and

immediately inform the designated senior member of staff responsible. Teachers will be supported in ensuring that they know what to do, particularly in the case of disclosure of abuse. All such concerns should be recorded on CPOMS as a matter of urgency.

Confidentiality and advice

School leaders will ensure that 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 RHE 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 and the parent portal will be a beneficial addition to enabling such conversations.

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 circumstance 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 RHE Co-ordinator, in association with other relevant curriculum co-ordinators, will monitor the provision of the various dimensions of the programme by drop ins, data and samples of pupils' work at regular intervals. Within the TEN:TEN programme there are a range of assessment given to pupils at the end of each unit. This is consistent across all year groups. 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.

Quotation References

Page 2: DfE: Sex and Relationship Education Guidance, 2000

Pages 2 & 4: Learning to Love: An introduction to Catholic Relationship and Sex Education (RSE) for Catholic Educators; Department of Catholic Education and Formation, Catholic Bishops' Conference of England & Wales; March 2017

Page 3: Amoris Laetitia (The Joy of Love): Apostolic exhortation, Pope Francis, March 2016

Page 3: Gravissimum Educationis 1; (Declaration on Christian Education); Second Vatican Council 1965

Page 7: Protocol for Visitors to Catholic Schools; CES Feb 2011

Appendix 1: Sources of Information and Support

Governors and senior leaders must take responsibility for evaluating the most appropriate resources for their school's situation, and keep such resources under review in line with the terms of the RSE policy. The following resources may be useful to schools in formulating their own policies and schemes of work.

Catholic Documents

- A Model Primary Catholic RSE Curriculum: Catholic Education Service (CES); 2016
- A Model Secondary Catholic RSE Curriculum: CES 2016
- Good practice in developing a school RSE policy: CES 2016
- Catholic RSE Quality Standard: CES 2016
- Governor Audit for Monitoring RSE: CES 2016
- Who is responsible for teaching RSE to young people: CES 2016
- Outstanding RSE in a Catholic context – a case study: CES 2016
- A Journey in Love - Volume 1 - A developmental programme for children in the primary years.: Sister Jude Groden
- A Journey in Love - Volume 2 - A developmental programme for children in the secondary years.: Sister Jude Groden ; 2009
- Learning to Love: Catholic Bishops' Conference of England and Wales; March 2017
- Curriculum Map (RE/RSE/PSHE): Arundel & Brighton Diocese : Website link: <http://www.abeducationsservice.org.uk/Resources/>
- TenTen Resources: RSE films for Catholic secondary schools: <http://www.tentenresources.co.uk/rse/>
- Made in God's Image: Challenging homophobic and biphobic bullying in Catholic Schools; St Mary's University Twickenham & Catholic Education Service 2017
- Scottish Catholic Education Service: God's Loving Plan (Primary) & Called to Love (secondary): SCES website.

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Other resources that may be helpful

- Sex and Relationships Education Guidance: DfEE 0116/2000
- Sex and Relationships Education for the 21st Century: PSHE Association
- Human development and reproduction in the Primary Curriculum: The Association for Science Education and the PSHE Association : March 2016
- Big Talk Education: providing visiting speakers' programme for schools and parents: <http://www.bigtalkeducation.co.uk/>
- No Outsiders in Our School: Teaching the Equality Act: Andrew Moffat
- Sex Education Forum Resource List: Website link:
<http://www.sexeducationforum.org.uk/resources/resources-for-sre.aspx>
- Christopher Winter Project: Teaching SRE with confidence in Primary & Secondary Schools (2 publications): <http://cwpresources.co.uk/resources/>

Impact of our Relationship and Health and Curriculum

Appendix 2: Overview of Programme

The TEN:TEN programme is based on the following ten principles, which will underpin the teaching across the school from September 2020. This curriculum will be a consistent approach to SRE and will be age appropriate

Number 1. "Our bodies are good!"

Saint John Paul II said this.

"Our bodies – in fact, only our bodies – are capable of making visible what is invisible – the spiritual and the divine."

We are human beings. That means that we are both physical and spiritual: body and soul, and these are inseparable. So we can say that I am my body and my body is me. These days, there are efforts to depersonalise the body, or reject the gift the body as something that is part of our humanity. But we believe that our dignity comes from the very fact we were made by a loving God as a human being, and it's through our physical bodies that we have the capacity to love and be loved. Catholic RSHE should appreciate and celebrate the body as being the very thing which makes us human. Our bodies are good!

Number 2. "Through our loving relationships we become close to the image and likeness of God."

We often hear, don't we, that we have been made in the image and likeness of God. But what does God look like? The artist Andrej Rublev painted a picture of God and this is what it looked like. This is the Trinity. God in three persons – Father, Son and Spirit. Because God is not one person. God is a relationship of love. Well if we are made in the image and likeness of God – and God is a relationship of love – then we are most in his likeness when we are in authentic, self-giving, loving relationships. Where do children and young people find that? Well most people find it through their families, their friends, their siblings, their parents – as they get older through boyfriends and girlfriends, their colleagues, their intimate relationships, their spouses – and when they reach out to others, even people they don't know, with love. A Catholic RSHE programme should help children and young people see that their authentic, self-giving and loving relationships are good. They bring them close to the image and likeness of God.

Number 3. “Catholic RSHE is about the whole person.”

It's about the spiritual, moral, social and cultural education of the pupils in your care. Children and young people are social. They exist within a moral framework. The culture they live in impacts on how they relate to others. And they have a spiritual dimension. If we take a unit or topic and consider teaching it without taking a view of the whole person.....for example, looking at sexual exploitation, pornography, gender, abortion and many more without considering the wider context of the human person then we do our children and young people a disservice. However, the notion of underpinning this teaching with the spiritual, moral, social and cultural education of the children has the potential to elevate the curriculum to a whole new level.

Number 4. “Catholic RSHE should be taught in partnership with parents.”

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. The teaching offered by schools should complement and not replace their primary role.

In doing so, we are fulfilling the mission of the Church and enacting the Home-Parish-School triangle: supporting the Church in its duty to educate on these matters, and assisting parents in their responsibilities.

Number 5. “Our deepest identity is as a child of God”

Our children and young people need this deep truth planted, nurtured and burning in their hearts. They have been chosen and created by a loving God.

In society today, we're often asked to frame our identity in other ways. Are you gay, straight or bi? Are you male, female or a person with a fluid gender?

However, our identity as a child of God is deeper than our own self-understanding, our sexuality, religion, politics, gender, disability. In the BBC series, The Pilgrimage, when Pope Francis was challenged by the British stand-up comedian Stephen K Amos to explain why he felt so ostracised by the Church because of his homosexuality, the Pope responded with compassion. He said: “Giving more

importance to the adjective rather than the noun – this is not good. We are all human beings and have dignity. It does not matter who you are or how you live your life, you do not lose your dignity.” Catholic RSHE should help children and young people to develop a deeper and more meaningful understanding of who they are in the eyes of God as they grow and mature. This is the framework for approaching any teaching on identity: to communicate the truth that their deepest identity is as a child of God. One who is created, chosen and loved by God.

Number 6. “Story can change hearts and minds”

It’s a story we’ve read or watched many times over: an unlikely hero undertakes a journey that is thrust upon them. Trials are endured, obstacles are overcome, friends are gained, and sacrifices are made. Guided by a mentor, our hero becomes stronger and wiser along the way. The significance of stories shouldn’t come as a surprise to Christians because there is an Author who stands behind them. All our stories of journeys and heroes, of sacrifice and redemption, speak of humanity’s quest for identity, purpose and hope, ultimately found in responding to God’s call in our lives. It’s no coincidence that organisations such as Ten Ten value stories so highly when teaching RSHE. That’s because we can live life experiences out vicariously through the art of story and use it to reflect on our life choices and how we might alter or change something for the better. Stories CAN change hearts and minds.

Number 7. “Catholic RSHE is an education in virtue”

“Virtues are habits which are learned from experience, and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils.” A virtue is a habit or a behaviour that leads us to happiness and a closer relationship with God. In Church teaching, they fall under two categories.

Theological virtues are gifted to us through the work of the Holy Spirit in our lives. They are faith, hope and love. Forming habits of faith, hope and love lead us to living a balanced and happy life and therefore a deeper relationship with God. The Cardinal Virtues are virtues that have been recognised by human beings throughout history, not just by Christians. They help us to develop habits of reason, fairness, emotional resilience and self-mastery. But how do you teach virtues? Well, in many ways, they are not taught, they are modelled. Teachers and parents can create the context in which children can learn and acquire these virtues for themselves. You do this by example. Through your own character, pupils will be inspired by you to develop their own virtuous habits.

Number 8. “Catholic RSHE is an education in conscience.”

Catholic RSHE should help a child or young person to understand that God has a purpose for their lives and that this might sometimes be at odds with their own will. This is a profoundly countercultural idea. Young people are immersed in a philosophy of self-determination. They are filled with platitudes such as ‘You can achieve what you want’ and ‘Strive for your goals’ and ‘Be who you want to be’. But so often this self-determination distances us from the person we are called by God to

be. Therefore, Catholic RSE should guide pupils to discern the difference between what helps their growth towards God, and what hinders it. An understanding of - and an education in - the gift of our conscience is critical to this.

Number 9. “Relationship Education is about striving for the Common Good”

An education in relationships is more than just helping pupils to develop well their close and intimate relationships. When they adopt virtuous habits and form their consciences, pupils will naturally have a desire to serve and love others, even people they don't personally know. RSHE is about striving for the Common Good. As the charity, Together for the Common Good, invites us to examine: Are we creating conditions in which every individual in the community can flourish? Do we recognise the gift of the other, respecting different backgrounds and diversity of opinion? Do we treat everyone equally?

Do we cherish difference and allow everyone to contribute? Are we caring well for our world? Do our decisions put the interests of the vulnerable, poor and excluded first? This is all part of Catholic RSHE.

Number 10. “Prayer, Scripture and the Sacraments fuel the teaching”

A Catholic RSHE programme has to have prayer, Scripture and the Sacraments at its foundation. Schools should be creating opportunities for students, teachers and parents to develop their prayer life – – to receive grace through the Sacraments – – and grow in a deeper relationship with the person of Jesus through Scripture. Without this, all the other principles will run out of fuel.

So, here they are. Ten Ten's 10 Principles for Catholic RSHE. These can be foundations on which you write your policies, build your programmes and make decisions on resources, visitors and content. It's an exciting mission, but one with responsibility. However, by following these principles of Catholic RSHE, we hope that the children and young people in your care will live their life to the full through the person of Jesus.