



# RSHE Policy

Mission Statement:

'In St Margaret Mary's School

we welcome everyone into our community

in order to live, love and learn

together in the light and example of the life of Christ.'

### Aims and Objectives:

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

The belief in the unique dignity of the human person made in the image and likeness of God underpins all education in St Margaret Mary’s 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. It will also prepare pupils for life in modern Britain.

Within a Catholic context therefore, the purpose for teaching RSHE at St. Margaret Mary is:

- To engender growth in self-respect and self-worth recognising that we are God’s creation; created in His image and likeness.
- To appreciate and understand the role of God our Father as a creator of the world and the founder of production and purposeful relationships.
- To enable pupils to have an understanding that love, trust and faith is central to relationships.
- To promote an appreciation of the nature, purposes and value of marriage and the family.
- To enable pupils to have an understanding of themselves, their bodies and their emotional development.
- To enable pupils to reflect and recognise the qualities that helps them to grow, develop and sustain positive and effective relationships.

### Inclusion:

We have a commitment to ensuring that all pupils have equal access to the RSHE curriculum, following the guidelines in the SEN, Equal Opportunities and Inclusion policies. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under legislation. At St. Margaret Mary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We will strive to improve and maintain good relationships between all members of our school and wider community.

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.

### Roles and Responsibilities:

Governors: The Governors will keep up to date with the school’s policy for Relationship, Sex, Health Education in consultation with the parents. They will make known to parents their right to withdraw their children from all parts of the RSHE programme provided, except for the statutory elements of the Science curriculum. This RSHE policy will be made available on hard copy and electronically via the school website.

Teachers: All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSHE in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff teaching RSHE.

Parents: Recognising that parents are the primary educators of the children the school will seek to support them in this task. They will ensure that parents are kept informed of what is happening in SRE and of our experience of their children. Parents have the right to withdraw pupils from the programme in accordance with current legislation, except for the statutory elements of the Science curriculum. If parents wish to view the content of the curriculum, school will accommodate these requests.

#### Confidentiality:

Some pupils may choose to mention special problems or individual issues. While staff will want to be supportive, it is made clear to all staff that they work within the child protection guidelines (see Child Protection policy). Therefore they must explain to their pupils that they may not be able to guarantee confidentiality, as the safety and well-being on the pupil is paramount.

#### Delivery and content of RSHE programme:

In St. Margaret Mary's school our RSHE provision is based around the "Life to the Full" scheme of work produced by Ten Ten Resources. RSE at the primary phase builds on the personal and social development work carried out to meet the Early Learning Goals at the Foundation Stage. It builds upon emotional and social skills which is central to all later RSHE work.

Sessions take place over the last week of each half term and through planning, Year groups and teachers are encouraged to use as much time as it takes to teach the required units for that half term.

Any work or content which the children produce, sample will be recorded in a class big book which will follow the children through their journey through school. Thus creating a record of the RSHE provision at St Margaret Mary School.

**Created and Loved by God** explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

**Created to Love Others** explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

**Created to Live in Community** explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

A more detailed breakdown of the content to be delivered is available in the appendix to this this policy. (Appendix 1.)

## Relationship to Other Policies and Subjects

This RSHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc) Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils. Learning about RSHE in PSHE classes will link to/complement learning in those areas identified in the RSHE audit.

## Supporting Children And Young People Who Are At Risk.

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

## Monitoring and Review:

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

Reviewed by July 2025

Appendix 1. Content to be delivered through Life to the Full scheme of work.

## EYFS

### EYFS Module One: Created and Loved by God

**Unit 1 – Religious Understanding** introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans. The five-story sessions encourage children to creatively explore this topic and help them to deeply know that they are created by God out of love and for love.

In **Unit 2 – Me, My Body, My Health**, children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.

Over the three sessions of **Unit 3 – Emotional Well-Being**, children will learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Finally through a real world example, children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.

Through Mollie the Cat and Billy Bird talking about their respective journeys from kitten/egg to adult animals, in **Unit 4 – Life Cycles** children will explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God's plan for our lives and that we are loved by Him at every life stage.

### EYFS Module 2: Created to Love Others

The two part session in **Unit 1 – Religious Understanding** firstly helps children to understand why the Bible is so special to Christians, and secondly helps children to act out the Gospel account of Jesus washing His disciples' feet, showing that He loves us and is a role model for us to copy in loving one another.

In **Unit 2 – Personal Relationships** children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others.

In **Unit 3 – Keeping Safe**, children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that 'privates are private') and the importance of talking to their 'special people' if anything troubles them. Children will meet animated expert Dr Datfa, who advises on medicine safety and the people who help us in emergencies (a session that can be linked to the 'People Who Help Us' topic in EYFS). All these topics are underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.

### EYFS Module Three: Created to Live in Community

**Unit 1 – Religious Understanding** introduces in a very simple way the concept of the Trinity, where God is three-in-one and each part loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too. Through the story of Jesus feeding the 5000 with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things.

**Unit 2 – Living in the Wider World** helps children to extend their understanding of communities from Unit 1, as they learn about the responsibilities they have to people, places and the planet now and increasingly as they get older.

### **Key Stage 1**

#### **Created and Loved by God**

**Unit 1 – Religious Understanding** introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love. Children will revisit this Gospel story at the end of this Module.

Building on this knowledge, **Unit 2 – Me, My Body, My Health** encourages children to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do! Teaching also includes maintaining personal hygiene and the physical differences between boys and girls.

Over the three sessions of **Unit 3 – Emotional Well-Being**, children will meet presenters Jayden and Josie and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people's feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions.

**Unit 4 – Life Cycles** returns to the Gospel story from Unit 1, to show that God created us to follow the cycle of life and He loves us at every stage. Children will learn about the specifics of the human life cycle and celebrate how they have already changed and grown.

#### **Created to Love Others**

**Unit 1 – Religious Understanding** begins with an adapted version of the Prodigal Son story to show children that God loves us, and nothing we can do will stop Him from loving us.

In **Unit 2 – Personal Relationships** children once again meet Super Susie, who helps them to identify the 'special people' in their lives who they love and can trust. In further sessions, children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.

In **Unit 3 – Keeping Safe**, Super Susie helps children to tell the difference between good and bad secrets. This unit also explores the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Through the animated expert Dr Datfa, children will also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do if in an emergency situation.

#### **Created to Live in Community**

In **Unit 1 – Religious Understanding** children will hear the story of The Good Samaritan and will be introduced to the concept of the Trinity – God as a three in one community of love – and think about what the Trinity means for them. This is a simple teaching that we will return to in more complexity in later years. These stories show children that God made us to be in loving relationships with one another.

**Unit 2 – Living in the Wider World** helps children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.

### **Lower Key Stage 2**

## **Created and Loved by God**

**Unit 1 – Religious Understanding** explores the Gospel story Jairus' daughter in various creative and reflective ways. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. A second session unpacks the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God.

In **Unit 2 – Me, My Body, My Health**, children meet animated character, AJ, who will reappear throughout this scheme of work. In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God's loving plan for creation.

**Unit 3 – Emotional Well-Being** helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a 'fake reality' and God's love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.

## **Created to Love Others**

Unit 1 – Religious Understanding tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.

The sessions in Unit 2 – Personal Relationships help children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.

Unit 3 – Keeping Safe incorporates some of the excellent NSPCC Share Aware resources, as well as teaching on bullying, physical and emotional abuse through a series of animated stories. Through the animated expert Dr Datfa, children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. The final session of the Module explores in more detail what to do in emergency situations.

## **Created to Live in Community**

Unit 1 – Religious Understanding explores in greater detail the community aspect of the Trinity and encourages children to think about what the Trinity means to them and how as they were made in God's image, they too are created to live in community.

In Unit 2 – Living in the Wider World, children will learn some of the principles of Catholic Social Teaching from Together For The Common Good, which will help them to live in communities in the way God intends. Teaching includes the common good, the human person, social relationships and stewardship.

## Upper Key Stage 2

### Created and Loved by God

**Unit 1 – Religious Understanding** explores the Gospel story of the ‘Calming of the Storm’ (from Matthew, Mark and Luke). Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation. This is the religious and spiritual foundation for the exploration throughout the rest of the work covered in **Module 1: Created and Loved By God**.

In **Unit 2 – Me, My Body, My Health**, children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God. Genitals are also mentioned here, but not named and identified.

Continuing through the **Paradise Street** series, **Unit 3 – Emotional Well-Being** helps children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. The final session in this Unit covers how children may be affected by what they see online, including pornography.

In **Unit 4 – Life Cycles**, children will learn about God’s design for creating new life through a more nuanced understanding of menstruation, fertility, conception, fetal development in the womb and childbirth.

### Created to Love Others

**Unit 1 – Religious Understanding** explores the nature of God’s call to love others. Children will study and reflect imaginatively on the story of Zacchaeus’ conversion and explore ways in which they can hear God’s call in their lives.

Through a series of short sketches from presenters Zoe and Joey, **Unit 2 – Personal Relationships** aims to equip children with strategies for more complex experiences of relationships and conflict. This includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this and further teaching on how our thoughts and feelings have an impact on how we act.

**Unit 3 – Keeping Safe** builds on the NSPCC Share Aware resources used in Lower Key Stage Two, equipping children to make safe and sensible decisions about what online content they should/shouldn’t share, cyberbullying and how to report and get help if they encounter inappropriate messages or material. The third session in the Unit moves into the real world and considers the four types of abuse: sexual, physical, emotional and neglect. Children will know how to spot each type of abuse and who they can go to for help.

The final three sessions in this Module explore how drugs, alcohol and tobacco can negatively affect people’s lifestyles and the body’s natural functioning, discuss how to make good choices even in pressured situations, and teach essential First Aid such as DR ABC and the recovery position.



## **Created to Live in Community**

**Unit 1 – Religious Understanding** deepens pupils understanding and appreciation of the three-part community of love, the Trinity, with the endpoint of discussing the Trinity as it might be communicated in a church setting. Children will learn that the Trinity demonstrates the perfect loving community, and we are called to emulate this self-giving and self-sacrificing love in our communities.

Building on learning from Lower Key Stage Two, **Unit 2 – Living in the Wider World** teaches children some of the principles of Catholic Social Teaching from Together For The Common Good, which will help them to fulfil their purpose of making a difference in the world around them. Teaching includes the common good, the human person, social relationships and stewardship.