

# St Joseph's Catholic Primary School

*We will show respect, friendship, excellence and care in all we do and say. We will love each other as you have loved us'.*



## Relationships and Health Education Policy

## Consultation

This policy has been produced in consultation with staff, governors and parents/carers.

## Rationale

*'I have come that you might have life and have it to the full'* (John 10.10)

We are involved in relationships and health education precisely because of our beliefs about God and 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.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationships 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, reflecting God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship, as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, RHE will be firmly embedded in the PSHE framework and is concerned with nurturing human wholeness and integral to the physical, spiritual, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news, will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood, and appreciated.

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.

## Aim of Relationship and Health Education

In partnership with parents, we aim to provide children with a "positive and prudent sexual education" (Gravissimum Educationis 1) which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

To develop the **following attitudes and virtues**:

- ✦ 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 bodies;
- ✦ Responsibility for one's actions and a recognition of the impact of these on others;
- ✦ Celebrating the gift of life-long love;
- ✦ Recognising the importance of marriage and family life;

To develop the following **personal and social skills**:

- ✦ Making sound judgements and good choices;
- ✦ Loved and being loved, and the ability to form friendships and loving, stable relationships;
- ✦ Managing emotions within relationships including when relationships break down;
- ✦ Managing conflict within relationships including when relationships break down;
- ✦ Managing conflict positively, recognising the value of difference;
- ✦ Cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- ✦ Developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- ✦ Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer group;

To develop the following **knowledge and understanding**:

- ✦ 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.

These will be covered through the 'Life to the Full' scheme.

### **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 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. These questions will be responded to in the context of the school's inclusion policy.

## **Statutory Curriculum Requirements**

Relationship and Health Education became a statutory requirement for all primary schools in September 2020. 'Our Life to the Full' programme covers all the statutory requirements for RHE.

## **Equalities Obligations**

The Governing Body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all 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.

## **Broad Content of Relationships Education, Relationships and Sex Education and Health Education**

There are three modules taught within the 'Life the Full' Programme and these are based on the Model CES RSE Curriculum; Created and Loved by God, Created to Love Others, Created to Live in Community. All three modules are then broken into Units of Work.

## **Programme / Resources**

The main RHE programme will be 'Life to the Full' (*TenTen*). This resource covers all requirements for the Relationship and Health Education curriculum.

There are some elements of the PSHE curriculum which are not covered by 'Life to the Full' and teachers will plan opportunities for to cover these objectives. For more information see PSHE long term plan and Curriculum Framework document.

## **Assessment**

Assessment tasks are provided through the 'Life to the Full' scheme for each module. Children complete the task at the start of each unit and then the same task at the end.

## **Parents and Carers**

Parents/carers are the primary educators of their children. They were consulted before this policy was ratified by Governors. They will be consulted at every stage of the development of any revision of the RHE programme, as well as during the process of monitoring, review and evaluation. Because RHE is a statutory curriculum subject, Parents do not have ***the right to***

**withdraw** their child from RHE lessons. The school will provide support if necessary by providing material for parents to help children with their learning and will endeavour to notify parents when potentially sensitive subjects are being covered.

### **Teaching the Programme**

Class teachers have the responsibility for teaching PSHE and, as such, the RHE curriculum.

On some occasions, adults from other agencies will be used to deliver some aspects of RHE. Such visits will always complement the current programme and will never substitute or replace teacher led sessions. External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors should adhere to our code of practice developed in line with the school visitor policy/CES guidance and will be required to ensure that all teaching is rooted in Catholic principles and practice.

### **Other Roles and Responsibilities regarding RHE**

Governors will:

- ✦ 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 link governors 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.

### **Headteacher**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, Parents, the Diocesan Department for Education and the Local Authority, also appropriate agencies.

### **Relationships Education, Relationships and Sex Education and Health Education Coordinator**

The Co-ordinator with the Headteacher 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.

### **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 the policy and how it relates to them.

### **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, 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 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). Questions will be answered honestly with correct terminology used for body parts.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

### **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. 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 Mrs Ashton

(Headteacher) who is the Designated Safeguarding Lead, Mr Fannan (Deputy Headteacher) who is the Deputy Safeguarding Lead or Mrs Hoggarth (SLT) who is the Safeguarding Lead.

### **Confidentiality and Advice**

All Governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the 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. 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, headteacher, but that the pupils would always be informed first that such action was going to be taken.

### **Monitoring and review of the policy**

The RHE Co-ordinator will monitor provision by scrutinising plans, schemes of work and samples of pupils work. The programme will be evaluated biennially. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy. This policy will be reviewed every two years by the RHE Co-ordinator, Governors and Headteacher.

The next review date is September 2025.

**Reviewed September 2024.**