



ST. EDWARD'S CATHOLIC PRIMARY SCHOOL

RELATIONSHIPS AND HEALTH EDUCATION POLICY

Agreed: autumn 2021

To be reviewed: autumn 2023

Consultation

The policy has been devised in consultation with pupils, parents, staff and governors. The policy is based on the Catholic Education Service model policy for schools, revised 2020. The primary resource for teaching Relationships and Health Education will be '*Life to the Full*' produced by Ten Ten, and endorsed by the Diocese of Westminster. It has been highlighted as a work of good practice by the Department for Education (DfE).

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors, staff and parents in the Autumn Term 2021.

This policy will be reviewed every 2 years by the Headteacher, the Relationships and Health Co-ordinator, the Governing Body and Staff.

The next review date is September 2023.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be made available to all parents.

DEFINING RELATIONSHIPS AND HEALTH EDUCATION

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." It is about the development of the pupil's knowledge and understanding of her or him as a human 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. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of Relationships and Health which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of Relationships and Health go further.

RATIONALE

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

We are involved in Relationships and Health 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 Relationships and Health Education 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 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 and gender are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. Relationships and Health Education, therefore, will be placed firmly within the context of relationship as it is there that grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) Relationships and Health Education 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.

All Relationships and Health Education 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.

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.

AIM OF RELATIONSHIP AND HEALTH EDUCATION AND THE MISSION STATEMENT

Our Mission Statement is ‘To help one person grow is to help build the world’. As a Catholic community, the values of the Gospel and the teachings of Jesus Christ are at the heart of all we do. We pride ourselves on being a small, nurturing school that focuses on the development of the whole child and we are committed to doing our utmost to ensure the highest quality of education for all our pupils. As a Catholic community, we believe that Relationships and Health Education are an integral part of this education. We will help children to grow 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 education” which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

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 bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own 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;
- 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;
- 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 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 how to love chastely;
- 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;
- 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.

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure Relationships and Health Education 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 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.

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 of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, gender identity, religion or disability or whether they are looked-after children by:

- Recognising and acknowledging appropriately the unique life experience each child brings with them.
- Providing both parallel and joint lessons for girls and boys on human reproduction and puberty in Year 5 & 6, to allow for the children's concerns to be dealt with sensitively.
- Providing books and resources (including people) that represent the range of cultures, religions and family groupings experienced by children in the school.
- Grouping children in a range of ways: mixed ability, scaffolded pairs, ability grouping.
- Providing extension opportunities for children to lead discussions, plan and organise specific projects.

BROAD CONTENT OF RELATIONSHIPS AND HEALTH EDUCATION

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

St Edward's Catholic Primary School has adopted the programme *Life to the Full*, produced by the Catholic educational organisation, Ten Ten Resources.

The *Life to the Full* programme is based on the structure of 'A Model Catholic RSHE Curriculum' by the Catholic Education Service. This model curriculum was highlighted as a work of good practice by the DfE so we therefore have confidence that the programme will be fit for purpose in supporting the growth and development of your child.

Life to the Full is an entire platform of creative resources that will engage, inform and inspire our children and support parents. This includes interactive video content, story-based activities,

employing a wide range of teaching tools, original worship music and an accompanying programme of classroom prayers.

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. Parents/carers will be informed by letter when the more sensitive aspects of Relationships and Health Education will be covered in order that they can be prepared to talk and answer questions about their children's learning. However, parents may not withdraw their children from Relationships and Health Education.

Parents have been consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the Relationships and Health Education programme, as well as during the process of monitoring, review and evaluation.

Parents continue to have the right to withdraw their children from Relationships and Health Education except 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 headteacher. 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.

Child withdrawal procedures

Parents requesting that their child be withdrawn from Relationships and Health Education must write a letter outlining their objections and make an appointment with the headteacher.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific Relationships and Health Education programme lies with the Senior Leadership Team. However, all staff will be involved in developing the attitudes and values aspect of the Relationships and Health Education 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 Relationships and Health Education. 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 Schools.' 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.

OTHER ROLES AND RESPONSIBILITIES REGARDING RELATIONSHIPS AND HEALTH EDUCATION

Governors

- ensuring that the Relationships and Health policy is in keeping with the Catholic teaching advocated by the diocese and is implemented by the school;
- ensuring that the policy is available to parents;
- ensuring that the programme and resources are suitability monitored and evaluated.

Headteacher

The headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service, the Local Education Authority and also appropriate agencies.

PSHE/Relationships and Health Coordinator

The coordinator, along 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 Relationships and Health Education 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

Relationships and Health Education 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 Relationships and Health Education in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching Relationships and Health Education. 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 Relationships and Health policy is to be delivered as part of the PSHE framework. It will be led by the Religious Education Curriculum. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, SEND 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 Relationships and Health Education in PSHE classes will link to/complement learning in those areas identified in the Relationships and Health Education audit.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which Relationships and Health Education 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 Relationships and Health Education. 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 Relationships and Health Education programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, for example 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 Relationships and Health Education takes place. Effective Relationships and Health Education 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.

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 Relationships and Health Education programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships, 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, for instance, matters which are illegal or abusive. Teachers will explain that in such circumstances they

would have to inform others (for example parents, the headteacher), but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND REPORTING

Teaching and learning in relationships and health will be monitored by the Senior Leadership Team, the Religious Education coordinator and the Subject Leader on an ongoing basis.