



St. Alban & St Stephen Catholic Primary School & Nursery

*Learning and Growing
with God by our Side*

Relationships and Health Education Policy

Approved by: Full Governing Body **Date:** May 2022

Last reviewed on: April 2022

Next review due by: April 2024

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AIMS AND OBJECTIVES

‘Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities. They should be given a positive and prudent education in matters relating to sex...children and young people have the right to be encouraged to make sound moral judgements with an informed conscience and to put them into practice by personal choice, and to know and love God better.’

(Declaration on Christian Education, Second Vatican Council)

STATEMENT OF VALUES

At St. Alban & St. Stephen Catholic Primary School, we recognise each of our pupils as unique persons, created in the image of God and intended to have life to the full. Relationships and Health Education (RHE) reflects the Christian values of our Personal, Social, Health and Citizenship Education programme, and is taught in the context of relationships. RHE promotes children’s self-esteem and emotional wellbeing. It helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community.

The school recognizes that parents are the first educators of their children and shares with the parents the responsibility to provide positive and prudent relationships and health education. The school aims to keep pupils safe and protect them from exploitation.

Implementation and Review of Policy

Implementation of the policy has taken place after consultation with the Governors in the Spring term 2022. This policy will be reviewed every 2 years by the Headteacher, RHE Co-ordinator, the Governing Body and Staff. The next review date is April 2024. The most recent policy review retains the central vision, aims and programme outlined and agreed in the 2020 policy following consultation. However, the policy has been updated to comply with the statutory guidance contained in the DfE document ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ updated in 2021. RSE (Relationships and Sex Education) is now better named as RHE (Relationships and Health Education) to encompass the two compulsory strands outlined in the new statutory guidance for primary education.

DISSEMINATION

The policy was given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document are available to all parents through the school’s prospectus and a copy is available in the school office. Details of the content of the RHE curriculum are published on the school’s website.

DEFINING RELATIONSHIP AND HEALTH EDUCATION

The DfE statutory guidance defines Relationship Education as 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.” Children

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will be taught in an age-appropriate way about understanding one's own and other's boundaries, about privacy and the rights that we have over our own bodies. They will also learn how to seek advice and report concerns. Relationships Education promotes positive emotional and mental wellbeing and supports the development of positive personal attributes, or virtues. Online safety is also included in Relationship Education: "The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet."¹

Health education is defined by the DfE as "teaching the characteristics of good physical health and mental wellbeing."². In primary school, health education must include teaching about mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

STATUTORY CURRICULUM REQUIREMENTS

From September 2020, Relationships Education and Health Education are compulsory for all primary school pupils in England. Sex Education is not compulsory at primary school. At St Alban & St Stephen Catholic Primary, the programme taught covers the required statutory aspects of Relationships Education, Health Education and the Science National Curriculum. There is no parental right to withdraw children from Relationships Education, Health Education or Science lessons as these are part of the required curriculum.

We are legally required to teach those aspects of RHE including those which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RHE 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 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 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 relationships.

¹ Relationships Education, Relationships and Sex Education and Health Education Guidance, DfEE, Updated 2021

² ibid

Following the guidance of the Bishops of England and Wales 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.

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.

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, integrity, prudence, mercy and compassion.

AIM OF RHE AND THE MISSION STATEMENT

Our school is a nurturing, warm and caring environment. It is a place where children are encouraged to thrive, grow and develop an excellent attitude towards life-long learning. We work in partnership with parents and carers to live out our school's mission statement of:

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At St Alban & St Stephen Catholic Primary School & Nursery we teach and model positive behaviour through our core values and golden rules.

1.1 Our Values

- Faith
- Friendship
- Determination
- Respect
- Unity

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and

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develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents to provide an education which meets the following objectives:

To develop the following attitudes and virtues:

- reverence for the gift of human growth, development and reproduction;
- 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;
- 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 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;

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,

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bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

From Year 4 onwards, some aspects of the Health and Science Education curriculum may be taught in separate gender-based classes, if the teacher feels that this may help some children to feel more comfortable and able to ask questions. However, all groups will receive the same curriculum and teaching.

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.

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, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. We will actively foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, through PSHE lessons (including RHE) and as part of our Catholic Christian values, ethos and whole-school approach. All school staff provide positive role models and are aware of issues such as everyday sexism, misogyny, homophobia and gender stereotypes. Through our school values, ethos and curriculum, we will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

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 dimension; a cross-curricular dimension and a specific relationships and health curriculum as part of our wider PHSE curriculum.

Relationships and Health Programme Content

At St Alban & St Stephen Catholic Primary School, we follow the Diocese-recommended RHE 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 RSE Curriculum' by the Catholic Education Service. This model curriculum was highlighted as a work of good practice by the Department of Education. We have confidence that the programme will support the growth and development of all children whilst nurturing Catholic beliefs. The RHE programme, **Life to the Full**, is a means to further develop, support and enrich the partnership between home, school and the church so that all children are fully supported. **Life to the Full** incorporates an online parent platform so that parents and carers can find out more about the programme, view resources, engage with the teaching and deepen the experience for their children.

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The Life to the Full programme covers Relationships, Health and some aspects of Science Education. It is taught through three key modules in each year group, which are taught during the summer term. Each module explores the central themes at an appropriate level for each primary phase.

<p>Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p>			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> • Our uniqueness in real terms • Celebrating differences, talents and abilities • Looking after and using our bodies • The necessity of when and how to say sorry • Jesus' forgiveness and growing up as God's plan for us 	<ul style="list-style-type: none"> • We are uniquely made by a loving God • We have differences and similarities • Key information about staying physically healthy • Understanding feelings and emotions, including strong feelings such as anger • The cycle of life from birth to old age 	<ul style="list-style-type: none"> • Understanding differences • Respecting our bodies • Puberty and changing bodies • Strategies to support emotional wellbeing including practicing thankfulness • The development of pupils' understanding of life before birth 	<ul style="list-style-type: none"> • Appreciation of physical and emotional differences • A more complex understanding of physical changes in girls' and boys' bodies • Body image • Strong emotional feelings • The impact of the internet and social media on emotional well-being • A more nuanced and scientific understanding of life in the womb and how babies are made • Menstruation

<p>Created to Love Others explores the individual's relationships with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships.</p>			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> • Different family/friend relationships • Features of positive/negative behaviour in relationships • The importance of saying sorry and forgiveness within relationships • Practical ways to stay safe inside and out • Staying safe around medicines • People who help us in emergencies 	<ul style="list-style-type: none"> • 'Special people' in their lives who they love and can trust • Coping with various social situations and dilemmas • The importance of saying sorry and forgiveness within relationship • The risks of being online • The difference between good and bad secrets • Teaching on physical boundaries 	<ul style="list-style-type: none"> • Different family structures • Activities and strategies for developing healthy relationships with family and friends • Techniques for managing thoughts, feelings and actions • Online safety • Teaching on bullying and abuse • The effects of drugs, alcohol and tobacco • The crucial role of First Aid in emergency situations 	<ul style="list-style-type: none"> • Strategies for more complex experiences of relationships and conflict • How to identify and respond to spoken and unspoken pressure • The concept of consent • Further teaching on how our thoughts and feelings impact on how we act • Risks of sharing and chatting online • A more complex understanding of different forms of abuse

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	<ul style="list-style-type: none"> • The effects of harmful substances • Some basic First Aid 		<ul style="list-style-type: none"> • How drugs, alcohol and tobacco can negatively affect people's lifestyles • Essential First Aid such as DR ABC and the recovery position
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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.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Children will learn that God is three in one: Father, Son and Holy Spirit <ul style="list-style-type: none"> • Know that they are loved and called to love others • Learn about the different communities they are part of and the responsibilities they have to them 	Children understand that God is love: Father, Son and Holy Spirit <ul style="list-style-type: none"> • Learn that being made in His image means being called to be loved and to love others • Learn about the various communities they belong to: home, school, parish, the wider community, the nation and the global community • Know that God calls us to live in community with one another 	<ul style="list-style-type: none"> • Children will develop a deeper understanding that God is love as shown by the Trinity • Understand that the human family reflects the Holy Trinity in mutual charity and generosity • Know that the Church family comprises of home, school and parish • Catholic Social Teaching on what it means to work for the Common Good 	Children will know that God is Trinity – a communion of persons <ul style="list-style-type: none"> • Learn that the Church is the body of Christ • Develop a deeper and richer understanding of Catholic social teaching • Learn how certain charities reach out to the wider community with love

Key curriculum decisions about the sequence and progression of learning:

- 1) Naming and discussing external body parts (genitalia) (Key Stage 1, Module 1, Unit 2, Session 2 optional section). The optional section will be omitted from teaching in Key Stage 1. The correct names for genitalia will be taught instead in the Summer Term of Year 4 as part of the initial teaching on puberty. However, any younger children who already use the correct names for body parts should be reassured that these are the correct names for those body parts.
- 2) Teaching about Puberty and Changing Bodies (Lower Key Stage 2 Module 1). This will not be taught until the Summer Term of Year 4. However, it is important that this initial teaching is not delayed further as some children in Year 4 will experience the onset of puberty.
- 3) Teaching about how children may be affected by what they see online, including pornography (Upper Key Stage 2 Module 1, Unit 3, Session 4) This is a lesson on internet safety and therefore could be said to fall under the statutory Health Education Primary curriculum. However, aspects of this session may be considered to fall under

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the non-statutory Sex Education curriculum. This session will therefore normally be omitted from the Year 6 curriculum. However, if related issues have arisen within a particular Year 6 cohort, this session may be taught after discussion and consultation with the Head teacher, Religious Education faculty, Governors and parents.

- 4) Discussion and teaching about sexual intercourse (Upper Key Stage 2 Module 1 Unit 4 Session 2). This optional session contains teaching about sexual intercourse which is not part of the statutory primary curriculum. It will therefore be omitted from the Year 6 curriculum. This will not detract from the journey of the overall programme, as the session is optional. A separate parents-only version of this session is available to parents on the online portal to allow them the opportunity to introduce these matters with their children at a time of their own choosing.

Legal Requirements of Relationships and Health Education which overlap with the compulsory National Curriculum Science Programme of Study:

At Key Stage 1, pupils are taught:

- That animals including humans move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the body of humans.
- That humans can produce babies and that these grow into adults.
- To recognise similarities and differences between themselves and others, and treat others with sensitivity.

At Key Stage 2, pupils are taught:

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

PROGRAMME / RESOURCES

Teaching strategies may include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- *active*
- brainstorming
- film & video
- group work
- role-play

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- values clarification

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. Parents/carers will be informed by letter when the more sensitive aspects of RHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents will be able to view the resources used by the school in the RHE programme using the 'Life to the Full' online parent platform. Our aim is that every parent and carer will have full confidence in the school's RHE programme to meet their child's needs.

Should parents and carers of Upper Key Stage 2 children wish to support their child to move beyond the statutory primary relationships and health education curriculum to cover aspects of the secondary Sex Education curriculum, optional age-appropriate materials from the 'Life to the Full' programme can be provided for parents and carers to use at home if they wish.

We have chosen at St Alban and St Stephen Catholic Primary **not** to cover any aspects of Sex Education which are optional in primary school education but will be required in secondary school. Parents therefore do not have **the right to withdraw** their children from Relationship and Health Education, or from elements which are required by the National Curriculum Science primary programme of study as these are a statutory part of the primary curriculum.

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. 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 COORDINATING AND TEACHING THE PROGRAMME

Responsibility for the specific relationships and health education programme lies with the Religion faculty. The religious education 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.

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(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

However, RHE is a whole school issue. All staff 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. 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.

Delivery of Relationships and Health Education is the responsibility of the Class teacher. 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.

External Visitors

Our school will sometimes call upon help and guidance from outside agencies and health specialists, for example, the school nurse, 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 'Protocol for Visitors to Catholic Schools'³.

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 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;
- 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

³ Protocol for Visitors to Catholic Schools, CES, Feb. 2011

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

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 (Bullying policy and Safeguarding Policy)

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. The governors believe that children are best educated, protected from harm and exploitation by discussing most 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.

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. Sometimes these questions may pertain to sex or sexuality and go beyond the Relationships and Health Education curriculum for primary school, or may be questions that are better not dealt with in front of a whole class. In these cases, questions should be considered individually as they arise. If a question causes concern or requires an answer beyond the stated Relationships and Health Education, teachers may choose to suggest that the child speaks to a trusted adult at home; they may explain that this is a question which will be covered in secondary school; or they may say that they will take some time to consider how best to answer this question then seek advice from the Religious Education lead and/or Head Teacher.

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 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 RHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and their bodies, 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, 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 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 annually 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.