

St Catherine's Catholic Primary School

"Loving and Learning Together as Jesus taught us"



Relationships and Health Education Policy (RHE)

Date of policy review: July 2022

Next review: July 2023

Policy Reviewed & Ratified by the Governors
Key Person Responsible: Maureen Kelly

St Catherine's Primary School
Relationships and Health Education (RHE)

Our Mission

Loving and Learning together as Jesus taught us.

Our Vision

Our school will provide a loving, secure and stimulating learning environment, where everyone will grow in their faith journey and be inspired to be the best person they can be.

Our Aims

- To value and encourage the whole school community to develop their God given potential to nurture and support each child in their faith journey as a worshipping community.
- To promote and encourage the individuality of all, respecting ethnicity, attainment, age gender, disability and background.
- To provide a learning environment and curriculum that is safe, stimulating, creative and challenging to create a partnership involving school, home and parish and the wider community.
- To help each child develop a positive self-image with a healthy lifestyle to become confident individuals who will contribute to society.
- To instil a lifelong love of learning.

Our Values

Love: - we show compassion towards each other.

Faith: - we place our confidence, belief and trust in God.

Integrity: - we strive to be honest and truthful in what we say and do
Diversity: - we recognise that each individual is unique.

Excellence: - we achieve our best in all that we do.

Basic information

The intention of this policy is to explain the RHE curriculum content, organisation, approach and the values we are promoting at St Catherine's. It was produced by the Head teacher, Leadership Team, PSHE Subject Leader and the Governing Body. It will enable parents and carers to support their child/ children in learning about RHE.

Defining Relationship 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." 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. These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. The learning taking place at school will complement and reinforce the lessons you teach your child as they grow up.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RHE which are statutory parts of National Curriculum Science. Legislation (statutory regulations and guidance). This policy has been developed from statutory guidance from the Department for Education, issued under Section 80A of the Education Act 2002 and from The Relationships

Education, Relationships and Sex Education, and Health Education Regulations 2019. The revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education in primary schools. The government want pupils to be able “to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships.”

Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.”

The 13 areas of learning under the statutory guidance are:

- Families and People Who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Internet Safety and Harms
- Health and Prevention
- The Changing Adolescent Body
- Physical Health and Fitness
- Basic First Aid
- Drugs, Alcohol and Tobacco
- Mental Wellbeing
- Healthy Eating

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 a 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 that we are seen as God’s gift. RHE will be placed firmly within the context of developing positive relationships.

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 is integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. All RHE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of 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.

Rights Respecting School

As a Rights Respecting School, our curriculum content will also involve making pupils aware of:

- Article 16 – You have the right to privacy.

- Article 19 – You have the right to be protected from being hurt or mistreated, in body and mind.
- Article 24 – You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you to stay well.
- Article 28 – You have the right to a good quality education.
- Article 29 – Your education should help you use and develop your talents and abilities. It should help you to live peacefully, protect the environment and respect other people.
- Article 34 – You have the right to be free from sexual abuse.
- Article 36 – You have the right to protection from any kind of exploitation.

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.

Aim of RHE and the Mission Statement

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 children's 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 health 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 aim:

- To encourage children's growth in self-respect, acknowledging we are all created in the image and likeness of God.
- To help children develop an understanding that love is the central basis of relationships
- To help children to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- To develop children's confidence in talking, listening and thinking about feelings and relationships.
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- To help children acquire the skills necessary to develop and sustain relationships
- To offer health education in the wider context of relationships.
- To ensure that children protect themselves and ask for help and support when needed.
- To ensure that children are prepared for puberty.
- To help children to develop a healthier, safer lifestyle.
- To prepare children to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

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 body;
- 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.

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;
- 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 scientific facts about human reproduction.

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.

Promoting inclusion and reducing discrimination are part of RHE throughout the school and reflect our Equality policy. This is interwoven with our Rights respecting Gold award and the Articles and theme of the Month displayed in every classroom.

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.

Relationships and Health Education must be accessible for all pupils. This is particularly important when teaching children with special educational needs and disabilities. We will ensure high quality teaching that is differentiated and personalised and that will be our starting point to ensure accessibility.

Safeguarding / Confidentiality

Staff need to be aware that effective RHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of information which may be of concern. If staff have any reason to believe a child is at risk, they will speak to the Designated Safeguarding Leaders and follow the school's safeguarding procedures. A member of staff will not promise confidentiality if concerns exist.

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.

We will be using a number of programmes '**Life to the Full**', '**Health Education Partnership (A PSHE & Wellbeing Framework)**' and '**A Journey in Love**'.

St Catherine's has decided to use Pathway 3 of '**Life to the Full**'. This is a model curriculum which covers KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

Created and loved by God (this explores the individual)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

Created to love others (this explores an individual's relationships with others)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

Created to live in community – local, national & global (this explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

'**A Journey in Love**' supports teachers and parents in Catholic schools to enable the holistic growth of children. There are five units for each year that connect every aspect of growth: physical, emotional, intellectual, social and spiritual on the theme of love.

'**HEP – A PSHE & Wellbeing Programme**' is a comprehensive framework which covers both the statutory elements of the DfE Guidance and the non-statutory elements of an effective PSHE Curriculum. It builds on learning year on year and is flexible to meet the needs of our children. This programme is central to the 'Living in the Wider World'.

Teaching Strategies

Relationships and Health Education complement several national curriculum subjects. Where schools are teaching the national curriculum, they should look for opportunities to draw links between the subjects and integrate teaching where appropriate.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion and debates
- project learning
- reflection
- active
- film & video
- group / partnership work
- role play and drama activities
- art therapy

Aims, Objectives, and Skills:

We will:

- Provide a secure, sensitive and caring framework where learning and discussion can take place.
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- Encourage the use of correct vocabulary.
- Foster self-worth and awareness, together with a sense of moral responsibility.
 - Help pupils to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- Ensure that RHE is available to all children regardless of gender, ability, cultural or religious background to ensure equal opportunities for all.
 - Help children to develop the confidence, self-esteem and self-assurance to value themselves and others.
 - Help children to understand and recognise that there is a range of families and relationships that are all equally valuable.
- Teach children to name body parts and describe how their bodies work.
- Teach children to use the internet and social media with care and to be aware of how to keep themselves safe.

Learning Objectives:

The RHE curriculum will allow children to:

- acquire and develop knowledge and understanding of self;
- develop a positive sense of self-awareness, self-esteem and self-worth;
- develop an appreciation of the dignity, uniqueness and well-being of others; understand the nature, growth and development of relationships within families, in friendships and in wider contexts;
- develop an awareness of differing family patterns;
- develop strategies to make decisions, solve problems, and implement actions in various personal, social and health contexts;
- become aware of the variety of ways in which individuals grow and change and understand that their development is an important aspect of self-identity;
- develop personal skills which will help to establish and sustain healthy personal relationships;
- develop some coping strategies to protect self and others from various forms of abuse;
- acquire and improve skills of communication and social interaction;
- acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development;
- develop a critical understanding of external influences on lifestyles and decision-making.

Skills:

The RHE curriculum should enable children to develop the skills necessary to form and maintain relationships and to make informed choices and decisions regarding health and well-being. Children should also be helped to develop skills to critically evaluate the wide range of information, opinions, attitudes and values.

They need opportunities to develop:

- practical skills for everyday living; for supporting others; for future parenting;
- communication skills - learning to listen, listening to other points of view; putting one's own view forward clearly and appropriately; giving and receiving feedback; handling and resolving conflict peacefully; being assertive;
- decision-making and problem-solving skills for sensible choices made in the light of relevant information; making moral judgements about what to do in actual situations and putting these judgements into practice; acting responsibly and with initiative as an individual or as a member of a variety of groups;
- inter-personal skills for managing relationships confidently and effectively; for developing as an effective group member or leader.

RHE in context of the wider curriculum

Opportunities for learning about RHE can present themselves at any time in a school environment, and it is important that children feel they can discuss issues openly with staff with no judgment. There are also specific topics of RHE that fall within other subjects:

- RHE is further taught as part of Personal, Social and Emotional Development (PSED), Understanding the World and RE in the EYFS.
- Throughout KS1 and KS2, RHE is further discussed within the PSHE programme.
- Biological aspects of RHE are taught within the Science curriculum (see below)
- Some moral aspects are explored within RE.
- In addition to timetabled lessons, bespoke lessons are taught and revisited to match the needs of individual classes.

Science Curriculum

Year 1 Statutory Requirements

Children should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 Statutory Requirements

Children should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

(Year 3 & 4 Statutory requirements are not related to RHE objectives)

Year 5 Statutory Requirements

Children should be taught to:

- Describe the changes as humans develop to old age.
- Describe the life process of reproduction in some plants and animals.

Year 6 Statutory Requirements

Children should be taught to:

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Assessment and Evaluation

Appropriate assessment will be implemented to show progression of learning. The RHE Leaders and Leadership Team will use a variety of methods to evaluate the RHE provision to ensure it meets the needs of all our children e.g. Class Book, Observations, Children Interviews, Questionnaires and Learning Visits. Regular evaluations will ensure we, as a school, modify plans if and as appropriate.

Roles and Responsibilities Regarding RHE

The Governing Body

The Governing Body recognise their responsibility to ensure the EPR programme follows Diocesan principles and reflects the Church's teaching.

- Ensure that the policy and all related resources are available to parents (website);
- 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 (Father John) 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.

The Head teacher

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

The Head teacher has the responsibility to:

- Ensure the parents and staff are informed about the RHE policy and the implementation of this policy;
- Ensure that members of staff are trained so they can teach effectively and handle any issues sensitively;
- Monitor the implementation of the policy on a regular basis and report to the governors on the effectiveness of the policy.

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 we 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 in advance 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 on the Parental Portal and the School website. Our aim is that every parent and carer will have full confidence in the school's RHE programme to meet their child's needs. 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.

We feel that our open relationship with parents allows the important opportunity to talk about how this subject contributes to the children's well being and keeping children safe.

Responsibility for teaching the programme

Responsibility for the specific relationships and health education programme lays with all the class teachers and relevant curriculum staff; this will normally include science, religious education, physical education, RHE and PSHE. 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 will often 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 'Protocol for Visitors to Catholic 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.

RHE Co-ordinators

The RHE co-ordinators, with the Head teacher, have 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 of the policy and how it relates to them.

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that children are offered a balanced programme by providing an RHE programme that offers a range of viewpoints on issues. Children will also receive clear scientific information as well as covering the aspects of the law pertaining to RHE. We will ensure that children have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Relationship to other policies and curriculum subjects

This RHE policy is to be delivered as part of the PSHE framework. It includes guidelines about children's safety and is compatible with the school's other policy documents Anti-Bullying policy, Safeguarding & Child Protection Policy, E-Safety Policy etc.

Children 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 children.

Children's questions

We want to promote a healthy, positive atmosphere in which RHE can take place. We want to ensure that children 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.

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. We 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 children, 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, 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. 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 children 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 children 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, 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.

Children will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help children facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to children 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.

Monitoring and evaluation

The RHE Co-ordinators 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, assessment given to pupils, and/or by discussion with children, staff and parents. The results of the evaluation should be reported to the groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy.

Review Date: July 2023

Associated guidelines/ policies

- DFE guidance Associated documents
- Learning and Teaching Policy
- Inclusion Policy
- SEND Policy
- Behaviour Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy

Appendix A: Pathway 3