



## Relationships and Health Education Policy (RHE)

Reviewed by Governors	Spring 2023	Signed: 
Next Review date	Spring 2025	

### School Mission Statement

The Relationships and Health Education Policy is underpinned by our school mission statement:

Jesus said, "Let the children come to me"

We live and learn and love in His way.

### Statutory Guidance

An RHE curriculum is compulsory and has been since September 2020. Additional information can be found here:

[Relationships education, RSE and PSHE - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-education-rse-and-pshe)

### ROLES AND RESPONSIBILITIES REGARDING RHE & PSHE

Governors:

- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used
- Supporting and challenging the development and provision of RHE within the curriculum

The Headteacher:

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

The Headteacher also takes responsibility for:

- Ensuring that the policy is available to parents;
- Ensuring that the policy is in accordance with other whole school policies, eg SEN, the ethos of the school and our Christian beliefs;
- Ensuring that parents know of their right to withdraw their children.

RHE Co-ordinator:

The co-ordinator with the head teacher has a general responsibility for:

- Drawing up the RSHE policy, in consultation with parents and teachers;
- Ensuring that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RHE within PSHE;
- Supporting other members in the implementation of this policy;
- Providing a lead in the dissemination of the information relating to RHE;
- Provision of in-service training.

### DEFINING RELATIONSHIP AND SEX EDUCATION

The DFE guidance defines RHE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care." It is

about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

## STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RHE which are statutory parts of National Curriculum Science.

## RATIONALE

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

We are involved in relationships and sex 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 relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishop 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 integral to the physical, spiritual, emotional, moral, social and intellectual developments of pupils. It is centered 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 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 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 teach pupils to look after others and have respect, help pupils to cherish their own and other's uniqueness, nurture responsible citizens, and offer support and encouragement to pupils as they grow. 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:

- Reverence for the gift of human sexuality and fertility;
- 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;
- Recognizing and valuing their own sexual identity and that of others;
- Celebrating the gift of life-giving, self-giving love;
- Recognizing 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, recognizing 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, recognizing the influence and impact of the media, internet and peer groups and so developing the ability to access pressures and respond appropriately;
- Being patient, delaying gratification and learning to recognize the appropriate stages in the development of relationships, and how to love chastely;
- Assessing risks and managing behaviours in order to minimize the risk to health and personal integrity.

To know and understand:

- The church's teaching on relationships and the nature and meaning of sexual 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;
- The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in precreation.

#### 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, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. RHE will be taught in accordance with our Single Equality Scheme Policy and Anti-Bullying Policy.

#### 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 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 relationship and sex curriculum.

The programme that we will use is called 'Life to the full' which is a Catholic resource provided by 'Ten:Ten'.

Our programme will cover:

- Being respectful and appreciative of our characters and bodies
- Loving myself
- Me, my body and my health
- Emotional wellbeing and attitudes
- Life cycles and fertility
- Loving others
- Personal relationships
- Keeping safe and people who can help me
- The importance of human communities
- Living in the wider world

## 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 RHE will be covered so 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.

Parents have the right to withdraw their children from RHE except in 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 Head teacher. 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.

## RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the delivery of the specific relationships and sex education programme lies with class teachers. We believe that in most cases, the best person to deliver the Relationships and Sex Education programme is the class teacher, and therefore, RHE will not be taught by teachers other than the class teacher (e.g. a teacher covering PPA). The Learning Mentor will support the teaching and learning of RHE as appropriate.

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 between staff, other adults and pupils. They will also be contributing to the development of pupils personal and social skills.

## External Visitors

Holy Family may call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE. Such visits will always compliment 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.

Health professionals should follow the schools policies, minimizing the potential for disclosures or inappropriate comments using negotiated ground rules and distancing as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

## CHILDREN'S QUESTIONS

At Holy Family, our aim is 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. At Holy Family, 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 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 e.g. where a child or young person's questions hints as 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 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 of abuse they are required to follow the school's safeguarding policy and immediately inform the Designated 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 'Life to the full' programme, will have the

best interest 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, 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 biannually by means of questionnaires/response sheets/needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. All such evaluations and suggestions will be considered before amending the policy.

## Appendix 1 'Life to the full' overview (RHE)

CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
TOPIC	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
KEY STAGE ONE	Story Sessions: <a href="#">Handmade With Love (Kester's Adventures)</a>	Session 1: <a href="#">I am Unique (Me)</a>	Session 1: <a href="#">Feelings, Likes and Dislikes</a>	Session 1: <a href="#">The Cycle of Life</a>	Session 1: <a href="#">God Loves You</a>	Session 1: <a href="#">Special People</a>	Session 1: <a href="#">Being Safe</a>	Session 1: <a href="#">Trinity House</a>	Session 1: <a href="#">The Communities We Live In</a>
		Session 2: <a href="#">Girls and Boys (My Body)</a>	Session 2: <a href="#">Feeling Inside Out</a>			Session 2: <a href="#">Treat Others Well...</a>	Session 2: <a href="#">Good Secrets &amp; Bad Secrets</a>	Session 2: <a href="#">Who Is My Neighbour?</a>	
		Session 3: <a href="#">Clean &amp; Healthy (My Health)</a>	Session 3: <a href="#">Super Susie Gets Angry</a>			Session 3: <a href="#">...and Say Sorry</a>	Session 3: <a href="#">Physical Contact</a>		
LOWER KEY STAGE TWO	Story Sessions: <a href="#">Designed for a Purpose (Kester's Adventures)</a>	Session 1: <a href="#">We Don't Have To Be The Same</a>	Session 1: <a href="#">What Am I Feeling?</a>	Session 1 (Yr4+): <a href="#">Life Cycles</a>	Story Sessions: <a href="#">Jesus, My Friend</a>	Session 1: <a href="#">Friends, Family and Others</a>	Session 1: <a href="#">Sharing Online</a>	Session 1: <a href="#">Trinity House</a>	Session 1: How Do I Love Others? (awaiting upload)
		Session 2: <a href="#">Respecting Our Bodies</a>	Session 2: <a href="#">What Am I Looking At?</a>			Session 2: <a href="#">When Things Feel Bad</a>	Session 2: <a href="#">Chatting Online</a>	Session 2: <a href="#">What is the Church?</a>	
		Session 3 (Yr4+): <a href="#">What is Puberty?</a>	Session 3: <a href="#">I Am Thankful!</a>			Session 3: <a href="#">When Things Change</a>	Session 3: <a href="#">Physical Contact</a>		
	Session 4 (Yr4+): <a href="#">Changing Bodies</a>	Session 1: <a href="#">The Sacraments</a>		Session 3: <a href="#">Physical Contact</a>					
	Session 5 (Yr4+): <a href="#">Discussion Groups - optional</a>								
UPPER KEY STAGE TWO	Story Sessions: <a href="#">Made to Grow (Kester's Adventures)</a>	Session 1: <a href="#">Gifts and Talents</a>	Session 1: <a href="#">Body Image</a>	Session 1: <a href="#">Making Babies (P1)</a>	Session 1: Is God Calling You? (awaiting upload)	Session 1: <a href="#">Under Pressure</a>	Session 1: <a href="#">Sharing Online</a>	Session 1: Trinity House (awaiting upload)	Session 1: Reaching Out (awaiting upload)
		Session 2: <a href="#">Girls' Bodies</a>	Session 2: <a href="#">Peculiar Feelings</a>	<a href="https://www.tentenresou...">https://www.tentenresou...</a>		Session 2: <a href="#">Do You Want a Piece of Cake?</a>	Session 2: <a href="#">Chatting Online</a>		
		Session 3: <a href="#">Boys' Bodies</a>	Session 3: <a href="#">Emotional Changes</a>	*Optional. See your Programme Coordinator		Session 3: <a href="#">Self-Talk</a>	Session 3: <a href="#">Physical Contact</a>		
		Session 4: <a href="#">Spots and Sleep</a>	Session 4: <a href="#">Seeing Stuff Online</a>	Session 3: <a href="#">Menstruation</a>		Session 3: <a href="#">Physical Contact</a>			