



# Saint Patrick's Catholic Primary School

## RELATIONSHIP AND HEALTH EDUCATION POLICY

### Mission Statement

Our Mission in Saint Patrick's is to develop **each child's** talents and potential in a **caring Catholic community** inspired by the **teachings of Jesus Christ.**

***This policy should be read alongside the following documents:***

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- Curriculum Policy
- [DfE \(2013\), 'Science: programmes of study key stage 1 and 2'](#)
- [DfE \(June 2019\), 'Relationships Education...'](#)

### 1. Introduction

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about Relationships and Sex Education -RH(S)E. We set out our rationale for, and approach to relationships and sex education in the school.

A consultation exercise commenced in the spring term 2021 and invited comments from various stakeholders involved with the school.

The governors originally adopted the policy in the spring term 2019 and this has recently been reviewed by the Head teacher (March 2021) with a parent consultation period following. This policy will be reviewed every 2 years by the Head teacher, RE/RSE and PSHE Leads, the Governing Body and Staff. This was reviewed in September 2024. The next review date is September 2026.

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 available to all parents on the school website and a paper copy can be requested from the school office. Details of the content of the RH(S)E curriculum will also be published on the school's website.

### 2. Defining Relationship and Sex Education (RSE)

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 the child as a sexual 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 who care for me, caring friendships, respectful relationships, online relationships and being safe.

### 3. Statutory Curriculum Requirements

We are legally required to teach those aspects of RH(S)E which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RH(S)E go further.

#### 4. Rationale

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'  
(John.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 RH(S)E 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. **RH(S)E, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.**

Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) RH(S)E 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 RH(S)E 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.

#### 5. 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.

#### 6. Aim of RH(S)E and our 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 RH(S)E 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 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 sexual 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; recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life; and
- 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; and
- 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 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 procreation;

## 7. Inclusion and differentiated learning

We will ensure RH(S)E 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. (In looking at these questions, it is important to draw links to the school's inclusion policy).

## 8. 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.

## 9. Broad Content of RH(S)E

Three aspects of RH(S)E - 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 Sex curriculum.

Our school has adopted **Ten Ten Resources' 'Life to the full' programme**, which has been designed using the **Catholic Education Service's model RSE curriculum**. This curriculum was highlighted as good practice by the Department for Education.

The programme has been organised into three modules. Each year group's programme of learning includes these modules, which are:

### **Module 1 – Created and Loved by God**

*Units: Religious Understanding; Me, My Body, My Health; Emotional Well-being & Life Cycles.*

### **Module 2 – Created to Love Others**

*Units: Religious Understanding; Personal Relationships & Keeping Safe.*

### **Module 3 – Created to Live in Community**

*Units: Religious Understanding & Living in the Wider World.*

The programme adopts a spiral curriculum approach so that as a child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

## 10. Programme and resources

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies may include:

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

There is no formal testing process for this programme. However, children will complete 'Assessment Activities' before and after each Unit to assess the success of teaching through the progress of their learning.

## **11. 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 RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have the right to withdraw their children from Sex Education 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 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. Please refer to the [DfE guidance Page 17](#) for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

## **12. 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 RH(S)E 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 RH(S)E. 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.

## **13. Responsibility for Teaching the Programme**

Responsibility for the specific Relationships and Sex Education programme lies with the class teacher.

However, all staff will be involved in developing the attitudes and values aspect of the RH(S)E 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 RH(S)E. 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.

## **14. Other roles and responsibilities regarding RH(S)E**

### **Governors**

- draw up the RH(S)E policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish 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 RH(S)E within PSHE.

### **Head teacher**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents/ carers, the Department for Schools and Colleges (Clifton Diocese) and Wiltshire Council, also appropriate agencies, eg School Nursing Team.

### **RH(S)E and PSHE Leads**

Supported by the Designated Safeguarding Lead, the co-ordinators with the Headteacher 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 RH(S)E and the provision of in-service training.

### **All Staff**

RH(S)E 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 RH(S)E in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RH(S)E. 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.

## **15. Relationship to other Policies and Curriculum Subjects**

This RH(S)E 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 (for example, Anti-Bullying 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 RH(S)E in PSHE classes will link to/complement learning in those areas identified in the RH(S)E audit.

## **16. Children's Questions**

The Governors want to promote a healthy, positive atmosphere in which RH(S)E 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 RH(S)E. 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. The Governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RH(S)E programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. ([See also Relationships Education, Relationships and Sex Education \(RSE\) and Health Education, Managing difficult questions, Page 23](#) for more detail)

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.

### **17. Supporting Children and Young People who are at Risk**

Children will also need to feel safe and secure in the environment in which RH(S)E takes place. Effective RH(S)E 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.

### **18. 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 RH(S)E programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

- Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme.
- Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy.
- Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance.
- Teachers will explain that in such circumstances they would have to inform others, e.g., parents, Headteacher, but that the pupils would always be informed first that such action was going to be taken

### **19. Monitoring and Evaluation**

The RH(S)E Lead 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. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

***Policy Determined: September 2024***

***Policy to be reviewed: September 2026***