

ST MARY'S CATHOLIC PRIMARY SCHOOL

RELATIONSHIPS AND HEALTH EDUCATION POLICY



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SCHOOL MISSION STATEMENT

To build a spiritual community, secure in its love of God and its respect for itself and each other. A dynamic community which is enthusiastic for learning and which embraces the achievement of potential for all.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and health education (RHE). We set out our rationale for, and approach to relationships and health education in the school.

Consultation that has taken place (please see Appendix 1 and Appendix 2):

- parents' surveys
- review of RHE curriculum content with staff and pupils
- consultation with wider school community including NHS
- consultation with school governors

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in **January 2025**.

This policy will be reviewed every year by the Head teacher, RHE Co-ordinator, the Governing Body and Staff. The next review date is **January 2026**.

Dissemination

The 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 through the school's website and a paper copy is available on request in the school office. Details of the content of the RHE curriculum will also be published on the school's web site.

DEFINING RELATIONSHIP AND SEX 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"¹. 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 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."² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

STATUTORY CURRICULUM REQUIREMENTS

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

RATIONALE

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 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, 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. It will also prepare pupils for life in modern Britain.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF 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 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"⁴ 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;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;

- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships 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;

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.

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.

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.

Our school follows Kapow's PSHE programme.

Kapow's programme for primary schools has been adapted so that we teach Relationships Education and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

Given that RHE (Relationships and Health Education) became a statutory subject for all schools from September 2020, we have embraced "the challenges of creating a happy and successful adult life" by giving pupils knowledge "that will enable them to make informed decisions about their wellbeing, health and relationships" (DFE Statutory Guidance).

We will deliver this teaching through the prism of Catholic RHE. The framework of our programme contains elements of the Model Catholic RHE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

Kapow is a fully resourced Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

The programme includes:

- Lesson plans for EYFS to 6;
- High-quality videos;
- Assessment activities;
- Guidance for co-ordinators;
- Teaching training sessions;
- Full and condensed planning;
- Parent presentations and guidance.

PROGRAMME / RESOURCES

Teaching strategies will include:

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

Pupils' learning in RHE will be assessed by their teacher using the pre and post learning tasks included in the programme.

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 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 RHE 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 RHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHE programme to meet their child's needs.

Our school will not be teaching the non-statutory Sex Education. Parents do not have the **right to withdraw** their children from those elements which are required by the National Curriculum science orders.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

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 TEACHING THE PROGRAMME

Responsibility for the specific relationships and health education programme lays with the class teachers.

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 'Checklist for External Speakers to Schools'.

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

OTHER ROLES AND RESPONSIBILITIES REGARDING 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;
- 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 RHE within PSHE.

Head teacher

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.

PSHE/RHE Co-Ordinator

The 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.

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.

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 – Anti-Bullying Policy and Safeguarding Policy.

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 RHE in PSHE classes will link to/complement learning in those areas identified in RHE monitoring.

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.

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. The governors 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 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 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 health, 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, 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.

1 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

2 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

3 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

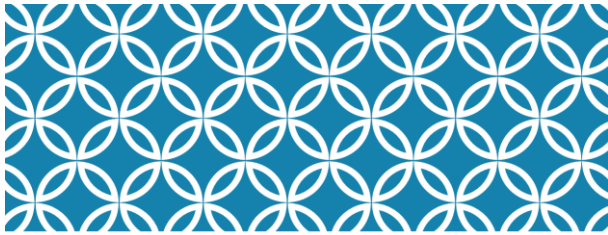
4 Gravissimum Educationis 1

5 Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 17

6 CES Checklist for External Speakers to Schools, 2016

Appendix 1

Presentation to parents



PSHE PARENTS' CONSULTATION | October 2023

OUR JOURNEY

We began teaching DCC PSHE Matters in 2018 before the subject statutory. We moved to Ten:Ten Life to the Full to implement the Diocesan recommended RHE scheme.

Pupil voice identified some confusion between RE and RHE and not all statutory objectives were being met.

Kapow was already being used by teachers for music, geography and art. Feedback from other schools gave us the confidence to move to this scheme.

Although this is not a Catholic scheme, teachers bring in a Catholic element when teaching the content.

EY CONTENT TO BE TAUGHT

ELG: Self regulation	ELG: Managing self	ELG: Building relationships
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Kapow Primary unit: 12a: Feelings	Kapow Primary unit: 12b: Listening and following instructions	Kapow Primary unit: 12c: On Challenges
Kapow Primary unit: 12d: Emotions	Kapow Primary unit: 12e: Wellbeing	Kapow Primary unit: 12f: Relationships
Kapow Primary unit: 12g: Family and friends		

Y2 CONTENT TO BE TAUGHT - PUBERTY

Children aged 6-7 will:

- Learn about 'boys' and girls' bodies.
- Scientific names for body parts.
- Understand that private parts are private.

Y3 CONTENT TO BE TAUGHT - PUBERTY

No additional content.

All year groups revisit PANTS rules to keep themselves safe.

QUESTIONS

Please use a post-it note to raise any questions, thoughts, concerns etc. These will be addressed throughout the presentation or at the end.

The decision about which scheme to follow has already been made by SLT, subject Co-Ordinator and link governor.

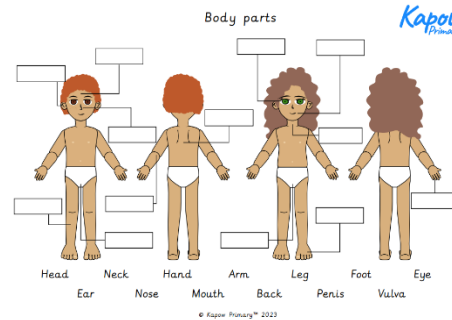
It is school's responsibility to have a parent consultation to share the statutory lessons we are going to deliver.

We realise this is a sensitive subject with a wide variety of opinions and concerns. The aim is for us to explore these so our parents feel confident with the teaching taking place in school.

Y1 CONTENT TO BE TAUGHT – PUBERTY

Children of ages 5-6 are taught:

- Acceptable and unacceptable physical contact.
- The differences between boys' and girls' bodies.
- Scientific names for body parts (mixed-age lessons will also include the teaching of the following body part names: testicles, penis, vulva and vagina).



Y4 CONTENT TO BE TAUGHT - PUBERTY

Children aged 8-9 will:

- Learn about some of the physical changes pupils will experience as they go through puberty.
- Understand that physical change is part of growing up.
- Identify the changes that males and females go through as they grow and develop from being a child to an adult.

<https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-4/safety-and-the-changing-body/introducing-puberty/>

Y5 CONTENT TO BE TAUGHT - PUBERTY

Children aged 9-10 will learn about:

The menstrual cycle and other changes that happen during puberty.

Emotional changes that occur during puberty.

Y6 CONTENT TO BE TAUGHT — PUBERTY NOT HUMAN REPRODUCTION

Children aged 10-11 will:

Further develop their understanding of the physical and emotional changes that happen during puberty.

<https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/lesson-4-changing-adolescent-body-puberty/>

We will not be teaching:

Learn about the biology of conception.

Learn how a baby develops in the womb and is born.

Date: Name: **Kapow Primary**

Body parts quiz - multiple choice

1) What are the chemicals in our bodies that drive changes as we grow up called?

a) enzymes
b) hormones
c) proteins
d) lipids

2) Which part of a boy's body becomes bigger during puberty?

a) feet
b) ears
c) penis and testicles
d) hands

3) What is the term for the change from being a child to becoming an adult?

a) adolescence
b) maturity
c) growth spurt

4) During puberty, a boy's voice 'breaks' and becomes deeper because of the growth of what part of the body?

a) tongue
b) larynx or voice box
c) vocal chords
d) lungs



QUESTION TIME

Thank you so much for your contributions. We value your input and ongoing support.

Appendix 2

20 respondents to invitation to participate in consultation.

Parents had children in school ranging from F2 to Y6.

All parents received a paper pack containing lesson plans and resources for puberty topics (taught Y4-Y6).

Two parents viewed the whole Kapow scheme electronically whilst on site.

Comments and feedback from parents included:

Just interested in the content and when she will receive it. So I can plan to discuss it with her. I am open with her already saying her body will change but haven't gone into details.

"Sad to hear sex education will not be taught in the school. I hope this changes in the future. The need for our future generations to better understand safe sex and consent goes hand in hand with relationship building, puberty and online safety.

We can't hide from it, so it is sad to see St Mary's primary school is.

I would ask that any material that is offered Nationally to schools to teach this be offered to parents so that we can access the right tools to teach our children if we so wish.

And that this is reviewed yearly as opinions change and this is scary that St Mary's are against it.

Would like to see material and the material to be taught later in school

I want to know more about this please? Full ins and outs thanks

I would like to see what exactly is going to be taught

I would definitely like to know the materials. Thank you very much for that opportunity

I can't make this date - is there anyway I can still view the material?

All parents who participated in the consultation were provided with a full pack of teaching plans and teaching resources. A minority of parents came into school and browsed the scheme on a laptop logged into a teachers' account.

Appendix 3

Survey to parents for further feedback on the scheme sent November 2024

Majority of parents have no concerns with the scheme and are aware that school will only teach statutory content.

2 responses received regarding curriculum content as follows:

Summary of viewpoint 1:

Request for up-to-date information for parents regarding the learning of a sensitive nature.

School response to viewpoint 1:

No changes have been made since last year. Parents will be notified before the units are delivered. Teaching plans and materials will be shared a term in advance for all interested parents to view on paper or on screen (in school).

Summary of viewpoint 2:

Individual preference would be to teach the 'non-statutory content' as well as the 'statutory content'.

School response to viewpoint 2:

Teachers will deliver the statutory content only and have decided not to teach the non-statutory, following the consultation process. This will be reviewed every two years.