



ST. MARY'S CATHOLIC PRIMARY SCHOOL

Relationship and Health Policy

This policy is underpinned by our school mission and values:

Mission:

Nurturing our God-Given Talents

Values:

Respect Resilience Truth Faith Love Mercy

Person Responsible: Miss Phipps and Mr Sims

Date: September 2023

Review date: Autumn 2025

Introduction

In this policy the governors and staff, in partnership with parents and families, will set out the intentions about Relationship Education and the rationale for teaching it to the pupils. It is available for inspection on the school's website.

In order to formulate this policy, the school will:

- Consult with the Diocese, paying heed to the teachings of the Catholic Church;
- Consult DFE guidance (2019);
- Consult with Governors;
- Consult with parents;
- Review the curriculum with staff and pupils;
- Consult the school nurse.

Rationale

The DfE guidance (2019) states that today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. As a primary school, we must provide Relationship Education to all pupils as per Section 34 of the Children and Social Work Act of 2017. This makes Relationship Education in primary schools statutory to all pupils from September 2020.

In primary schools, the DFE states the focus of Relationship Education should be on teaching fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are that can support them. This will sit alongside the essential understanding of how to be healthy.

Following the guidance from the teaching document "Learning to Love" the Bishops state the content of Relationship Education must express the teaching of the church and should be delivered to suit the age of the children to whom it is addressed.

This policy recognises the legislative duty of the Governing Body to ensure that Relationship Education is taught in school but also that it must be taught within the context of the Catholic faith



and the Gospel values.

Introduction

In a Catholic school any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of our neighbour that we reciprocate God's love for mankind. As the term 'Relationship Education' indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

We are involved in Relationship 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 Relationship Education is therefore rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

All Relationship Education 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.

Aims

At St Mary's, we are committed to providing a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of all pupils and we believe Relationship Education is an integral part of this education. Relationship Education at our school aims to enable children to embrace "the challenges of creating a happy and successful adult life" by teaching pupils knowledge that will enable them to make informed decisions about their wellbeing, health and relationships.

Objectives:

The school's Relationship Education programme will:

- Acknowledge, respect and value the moral teachings of the Catholic Church.
- Provide information which is relevant and appropriate to the age and maturity of the pupils.
- Develop resilience, to know how and when to ask for help, and to know where to access support.
- Develop personal attributes including kindness, integrity, generosity and honesty.
- Provide children and young people with a positive understanding of what constitutes positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.
- Address on line safety and appropriate behaviour that is relevant to pupils' lives.
- Ensure children know how to report concerns and seek advice when they suspect or know something is wrong.
- Promote good health and understanding of physical development, respecting and reverencing the wonder of the body.

Teaching and Learning

Relationship Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and People who care about me;
- Caring Friendships;
- Respectful Relationships;
- Online Relationships;
- Being Safe

For more information about our Relationship Education see Appendices 1 and 2.



Our programme of study is delivered through cross curricular links in mainly RE, PSHE, Computing and Science. Resources are also used from the Catholic Ten Ten Programme, “Life to the Full.” “Life to the Full” is a Catholic RSE curriculum. Its structure is based on ‘A Model Catholic RSE Curriculum’ by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education. “Life to the Full” is a fully resourced scheme of work in Relationship Education for primary schools which embraces and fulfils the new statutory curriculum. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created and chosen and loved by God. “Life to the Full” is intended to be partnership between home, school and parish. The programme is intended to fit in with and support those partnerships

Life to the Full Programme

“Life to the Full” is developed through the three different learning stages of Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum. Each Module is broken down into Units of Work:

- Module 1 - Created and Loved by God
- Module 2 - Created to Love Others
- Module 3 – Created to Live in the Community

Working with Parents

Parents are the prime educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. The school will work closely with the parents to complement and reinforce this role. We will support parents by providing material to be shared with their children at home. There is an online parent portal for the Ten Ten resources in which parents can view what their children will be studying at different stages of the programme. Parents do not have the right to withdraw their children from Relationship Education, however, they have the right to request that their child be withdrawn from any sex education delivered in primary schools, other than what is part of the science curriculum. Should parents wish to withdraw their child they are asked to notify the school by contacting the Headteachers before giving notice of withdrawal. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Delivery of Relationship Education

As advocated by the DfE, Relationship and Health Education will be firmly embedded in the school curriculum through the cross curricular links of RE, science and PSHE as they are concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils.

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 a curriculum 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 Relationship Education. 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.

At St Mary’s, we make children aware that there are many different types of loving relationships. We discuss homosexuality and transgender characteristics in an age-appropriate way with Year 5 pupils and have resources for younger children that depict same sex relationships. This does not in any way detract from the sanctity of marriage between heterosexual partners but ensures that our pupils respect all of the protected characteristics outlined in the Equality Act of 2010 and also act in accordance with teachings of the Catholic Church

Responsibility for Teaching the Programme

Governors: Governors, in consultation with the Headteachers, have a statutory responsibility for Relationship Education in their school. The Governing Body approves the Relationship Education Policy, and holds the Headteachers to account for its implementation.



Headteachers: It is the Headteachers responsibility for ensuring that Relationship Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of Relationship Education.

The PSHE/ RE Subject Leader: The Subject Leader, with the Headteachers, ensures the planned Relationship Education Programme is delivered effectively. They have a 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 Relationship Education and the provision of in-service training.

All Staff: Relationship Education 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. The responsibility for the delivery of the Relationship Education programme lies with the individual class teachers. Teachers will be expected to teach Relationship Education in accordance with the Catholic Ethos of the school. As well as delivering the curriculum, staff will also be role models for pupils of good, healthy, wholesome relationships between staff, other adults and pupils.

External Visitors: Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of Relationship Education. It is important that any external visitor is clear about their role and responsibility whilst they are in school. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'.

This policy should be read in conjunction with these other policies:

- PSHE Policy
- Science Policy
- Computing Policy
- Health Education Policy
- Equal Opportunities Policy
- Safeguarding Policy

Monitoring and Evaluation

The Subject Leader will monitor the planning, teaching and learning and will deliver training and share information during staff meetings on a regular basis. Pupils' development in Relationship Education is monitored by class teachers as part of our internal assessment. By monitoring and evaluating this policy we aim to ensure that the Relationship Education experienced within the school is a relevant, meaningful and positive contribution to the religious, spiritual and moral development of all members of the school community. This policy will be updated in line with any new developments in the school and/or any new government guidance. It was last reviewed in: July 2021. It will next be reviewed in: Autumn 2022

Appendix 1: Life to the Full – Programme Overview

TEN TEN LIFE TO THE FULL	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to live in community	
	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 Year 1: Blue Year 2: Yellow	Story Sessions: Handmade with love (Kester's Adventures)	Session 1: I am Unique (Me) Session 2: Girls and Boys (My Body) Session 3: Clean and Healthy (My health)	Session 1: Feelings, likes and dislikes Session 2: Feeling inside out Session 3: Super Susie gets angry	Session 1: The cycle of life	Session 1: God loves you	Session 1: Special People Session 2: Treat others well Session 3: And say sorry	Session 1: Being Safe Session 2: Good secrets and bad secrets Session 3: Physical contact	Session 1: Trinity house Session 2: Who is my neighbour?	Session 1: The communities we live in
Lower Key Stage Two Year 3: Green Year 4: Pink	Story Sessions: Designed for a purpose (Kester's Adventures) Session 1: The Sacraments	Session 1: We don't have to be the same Session 2: Respecting our bodies Session 3: What is puberty? (Year 4) Session 4: Changing bodies (Year 4)	Session 1: What am I feeling? Session 2: What am I looking at? Session 3: I am thankful!!	Session 1: Life Cycles (Year 4)	Story Sessions: Jesus, my friend	Session 1: Friends, family and others Session 2: When things feel bad	Session 1: Sharing online Session 2: Chatting online Session 3: Physical contact	Session 1: Trinity House Session 2: What is the Church?	Session 1: How do I love others?
Upper Key Stage Two Year 5: Grey Year 6: Brown	Story Sessions: Made to grow (Kester's Adventures)	Session 1: Gifts and Talents Session 2: Girls' bodies Session 3: Boy's bodies Session 4: Spots and sleep	Session 1: Body image Session 2: Peculiar feelings Session 3: Emotional Changes Session 4: Seeing stuff online	Session 1: Making Babies part 1 Session 2: Making babies part 2 (Optional) Session 3: Menstruation	Session 1: Is God calling you?	Session 1: Under pressure Session 2: Do you want a piece of cake? Session 3: Self-talk	Session 1: Sharing online Session 2: Chatting online Session 3: Physical contact	Session 1: Trinity House Session 2: Catholic social teaching	Session 1: Reaching out

DFE Guidelines for Relationship Education and Health Education 2019

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources