



St Francis Catholic Primary School

RELATIONSHIPS & HEALTH **EDUCATION (RHE)** **Policy**

Relationships & Health Education
Policy
Ratified: May 2024
Review: May 2026

ST FRANCIS CATHOLIC PRIMARY SCHOOL

St. Francis School strives to provide a broad, balanced and relevant Catholic education in which we recognise, through mutual respect, that Christ is in everyone.

MISSION STATEMENT

Recognising Christ in Everyone

Relationships & Health Education (RHE)

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.

"We are all made in the image and likeness of God. The greatest commandment is to love God and to love thy neighbour."

This policy has been developed in line with the Catholic Education Service and Department for Education.

1. Introduction

At St Francis Catholic Primary 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 neighbour that we reciprocate God's love for mankind. **As the term 'Relationship and Sex Education' (RSE) indicates**, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

High-quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life.

The DfE guidance states: "The focus in primary school 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 starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent."

"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".

The Catholic Education Service states “ 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.”

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.

2. Legal requirements

The Relationships Education, RSE and Health Education Regulations 2019 made Relationships Education compulsory in primary schools.

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

However, the reasons for our inclusion of RSE go further.

‘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.

Following the guidance of the Bishops 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.

‘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. ‘

Catholic Education Service

3. Roles

3.1 Parent

The Church recognises that parents are the first teachers of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development. Catholic schools help parents in this task and seek to work in partnership with them. Parents can discuss the content of any programme of RHE with the class teacher. The school website has a comprehensive overview of RHE curriculum including resources used.

3.2 Governors

- 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.

3.3 Headteachers

Responsibility for the implementation of the RHE policy is delegated to the Headteacher, in liaison with the governors, parents, Diocesan Schools' Service and the Local Authority. It is the task of the Headteacher to integrate RHE into the curriculum.

3.4 Teachers and Other Adults

RHE is a whole school issue. All staff are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect. All staff have a responsibility of care and safeguarding of pupils. They should actively contribute to guidance of the physical, moral and spiritual well-being of their pupils. This work must be in line with St. Francis Catholic School's ethos and current legislation.

4. The Aim of Relationship and Sex Education in Catholic Schools

In partnership with parents, we will provide children with a positive relationships and 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.

5. Curriculum content and Overview

At St Francis, we use 'Life to the Full' as recommended for Catholic schools. We aim to give pupils equal access to the PSHE curriculum, which may include the use of single gender group discussions where appropriate.

Ten Ten programme

5.1 Early Years Foundation Stage

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:

5.2 Key Stage 1

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love., it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

5.3 Lower Key Stage 2

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

5.4 Upper Key Stage 2

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

6. Answering difficult questions

All teachers are encouraged to use a "worry box" box where pupils can ask questions anonymously. This also allows staff time to prepare suitable responses. If a child asks an explicit or difficult question, staff will answer appropriately in accordance with RHE learning outcomes. Teachers will suggest that questions raised outside these guidelines should be discussed with an adult at home or someone whom the child trusts.

7. Parents' Right of Withdrawal

The teaching within the Science National Curriculum is biological and is concerned with human reproduction. Parents cannot withdraw their child from this work. At St Francis, we believe in looking at RHE within a moral framework, but parents do have the right to withdraw their children from this part of the curriculum. As the class teacher knows the children and families, they will approach parents when they feel appropriate.

8. Confidentiality

A trusting relationship between pupils and staff is an important aspect of effective RHE; however, it is important for pupils to understand that staff cannot necessarily maintain absolute confidentiality. Children may be informed that confidential disclosures and "secrets" cannot necessarily be kept. When there is a disclosure by a child which carries Child Protection implications, staff are required to inform the Designated Safeguarding Lead.

MONITORING AND EVALUATION

The RHE Leader will monitor the provision of the programme at regular intervals. Our policy will be reviewed biannually.

References

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/RelationshipsEducationRelationshipsandSexEducationRSEandHealthEducation.pdf

Catholic Education Service

<https://www.catholiceducation.org.uk/schools/relationship-sex-education>