

# *St. Joseph's R.C. Primary School*

## Relationships and Health Education

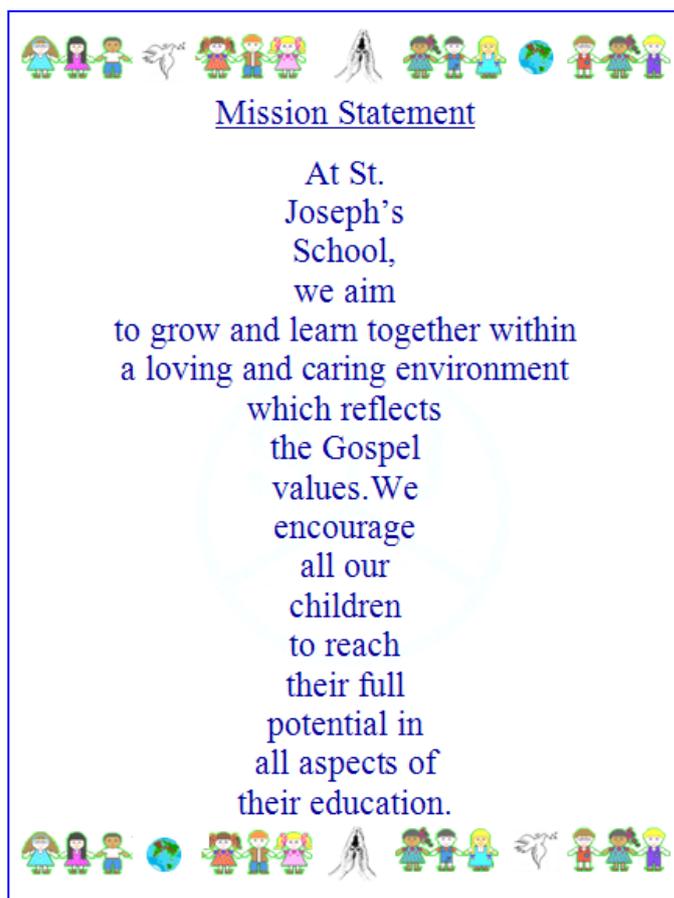


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# St. Joseph's RC School

## Relationships Education Policy

### 1. Aims

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that relationships education 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 relationships education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person."

### 2. Policy Development

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships education. We set out our rationale for, and approach to relationships and health education in the school as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships and health education programme.

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 have been made available to all parents through the school's website for consultation and a hardcopy can be obtained from the school office.

#### Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the summer term 2021.

This policy will be reviewed every year 2 years by the Headteacher, RSE Leader, the Governing Body and Staff.

The next review date is summer 2023.

### 3. Defining Relationships Education

The DfE guidance states that "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."

### 4. Relationships Education Statutory Curriculum Requirements

Relationships education is compulsory in primary schools, so all pupils must take part in these lessons. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-

appropriate way, the children will learn how to treat others with kindness, consideration and respect.

## **5. Rationale**

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

We are involved in relationships 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 Relationships Education 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. Relationships Education, therefore, will be placed firmly within the context of relationships.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) Relationships Education 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 Relationships 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 lives respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## **6. 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, integrity, prudence, mercy and compassion.

In partnership with parents, we strive to provide our children with a positive and prudent relationships education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

## **7. Objectives**

To develop the following attitudes and virtues:

- 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;
- 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 judgments 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, and learning to recognise the appropriate stages in the development of relationships
- 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
- 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
- where to go for advice.

## **8. Outcomes**

### Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their 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 RSE

Three aspects of RSE - 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 curriculum.

Relationships Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in Religious Education (RE). Appendices to this policy provide further information about the programme of study for relationships education.

Teaching strategies will include:

- establishing ground rules
- discussion
- direct instruction
- Distancing techniques
- project learning
- reflection
- experiential learning
- active learning
- brainstorming
- film & video
- group work
- role-play
- values clarification

Pupils' progress in relationships education will be assessed in line with the school's Marking Policy. Forms of assessment include: observations, questioning, marking, peer assessment and self-assessment.

## **9. 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 of the content of the relationships education curriculum and when it 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.

## 10. 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 RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information. 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.

## 11. Responsibility for Teaching the Programme

Responsibility for the specific relationships education programme lays with relevant curriculum staff; this includes science, religious education, physical education, relationships education and PSHE). However, all staff will be involved in developing the attitudes and values aspect of the relationships education 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 call upon help and guidance from outside agencies and health specialists to deliver aspects of relationships education as appropriate. 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.

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 Relationships Education

#### Governors

- draw up the RSE 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 RSE within PSHE.

#### Headteacher

The Headteacher 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.

## Children's Questions

The staff and governors want to promote a healthy, positive atmosphere in which relationships education 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.

## **12. Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of relationships education. 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 staff and governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the relationships education 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.

## **13. Policies**

The content of relationships and health education is supported by the following policies; Child Protection Policy (Safeguarding Policy), Anti-bullying Policy, Acceptable Use Policy and Equality and Diversity statement.

## **14. Confidentiality & 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 Relationships Education programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships, 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.

## **15. Monitoring & Evaluation**

The subject leaders 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 needs assessment of pupils and by

discussion with staff and parents. The results of the evaluation will 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. The next review date is spring 2023.

Appendix One – Example of RSE across the Curriculum (Year 6)

**PSHE**

Role Models	Relationships: Me, Myself & I	Digital Footprints	Asset Management	My Self Image	Wonderful You
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**RE**

Years 5+6 (Year 6)	Loving <i>Judaism – Belonging + values</i> Vocation + Commitment (AT1 ii)	Sources <i>Hinduism – Belonging + values</i> Unity (AT1 iii) Death and new life	Witnesses Healing Common good (AT1 i)	I confess Angelus Eternal rest (Creed)
	Expectations			

**Science**

Year 5/6	Y6 – Animals including humans	Y6 - Electricity	Revision of key skills (Sound)	Y5 – Living things and their habitats	Y5 – Animals Including Humans	Y6 – Evolution and Inheritance
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**PE**

Year 5/6	<u>Dance</u> Focus: Responding to stimuli  <u>Games</u> Focus: Netball /Basketball	<u>Dance</u> Focus: Different Culture/Time/Places  <u>Games</u> Focus: Football	<u>Gymnastics</u> Focus: Rolling  <u>Games</u> Focus: Hockey	<u>Gymnastics</u> Focus: Balancing and Supporting weight  <u>Games</u> Focus: Rugby	<u>Outdoor Adventure</u> Focus: Teamwork and Trails  <u>Athletics</u> Focus: Sports Day and Personal Challenge	<u>Outdoor Adventure</u> Focus: Swimming – life saving skills  <u>Games</u> Focus: Tennis
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