

St. Monica's RC Primary School

Relationships and Health Education (RHE)

Here at St. Monica's, we recognise that we are all cherished members of God's family.

We love and care for one another, and trust God to guide us in all we do and say.

By learning together, we aim to achieve and working together, we will succeed.

Context

Our ethos at St. Monica's is educate all our pupils with Christ at the centre, and thus all that we teach is focussed upon Catholic values and morals. We recognise each of our pupils as unique individuals, created in the image and likeness of God and our curriculum reflects the Gospel values of our faith. It is integral to teaching the Christian values and is taught in the context of Christian relationships and virtues. RHE promotes pupil's self-esteem and emotional wellbeing. It helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the wider community.

Here at St Monica's, we want to embrace the challenges of creating a happy and successful adult life, by giving pupils the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. This policy focuses on how we teach the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other children and adults; peers and teachers.

Rationale

Here at St Monica's we feel that RHE is an important part of education, this is 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 our approach to all education in our school. At St Monica's we see all people and all creation as unique. Our RHE teaching is in alignment with the Church's moral teachings and the Diocese of Salford's guidance. We emphasise the importance of marriage and family, whilst acknowledging that all pupils have a fundamental right to have their life respected - whatever their choices, background or family unit.

Aims and Objectives

This SRE policy has been developed as part of a full PSHE Policy. We work in partnerships with parents/carers, Ten:Ten theatre community company and other external providers such as our school nurse, to provide pupils with a positive and thought-out RHE curriculum, which is in line *'with their physical, cognitive, psychological and spiritual maturity, which is rooted in a Catholic vision of education and human person.'*

Here are St Monica's we:

- Respect the dignity of every human being
- Help the children to take responsibility for their own actions and recognise the impact of these on others
- Recognise the value of our own sexual identity and that of others
- Endeavour to help pupils grow in self-respect and self-worth, recognising that each of us is created in the image and likeness of God
- Appreciate and understand the role of God our Father as creator of our world and the founder of productive and purposeful relationships.
- Enable pupils to have an understanding that love, trust and faith is central to relationships, free from exploitation, abuse and bullying.
- Promote an appreciation of the nature, purposes and value of marriage and the family
- Enable pupils to understand themselves and their bodies emotional development; self-esteem, confidence, self-respect and empathy and physical and psychological development; growth and puberty.
- Enable pupils to reflect and recognise the qualities that are needed in order to grow, develop and sustain positive and effective relationships; friends, family and other adults.
- Help build resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups, developing their ability to assess pressures and respond appropriately; (see E-Safety policy)
- Enable pupils to build patience, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love one another.
- Help pupils to assess risk taking and managing behaviours in order to minimise the risk to health and personal integrity.
- Help our pupils to prepare for life in modern Britain.

We will ensure that RHE meets the needs of all our pupils irrespective of their ability, level of maturity and personal circumstance; this includes faith, culture, family background and sexual orientation. Our teaching will also educate pupils about discrimination, teasing, bullying and aggressive behaviours, this includes cyber-bullying and use of prejudice language: most importantly, how to respond and ask for help (some of these areas will be covered through our PSHE curriculum).

Definitions and Terminology

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". Furthermore, "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 the right relationships with their self and others and being enabled to make moral decisions in conscience."

Relationship's and Health Education (RHE) - is the lifelong learning about physical, moral, social and emotional development. It is the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care.

Leadership and Management

Governors, in consultation with the headteacher, have a statutory responsibility for RHE in their school. Governing bodies, together with the headteacher, are expected to ensure that the school's RHE programme addresses the needs of the community, is in-line with government guidance, covers most health priorities that individuals face within our community and modern Britain, and also the needs of our pupils. All staff have a responsibility to make sure the delivery of RHE is high-quality, accessible for all and in-line with both the National Curriculum requirements and the Diocese of Salford.

Delivery of RHE (Including staff training)

Approaches and Schemes

At St Monica's we promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

RHE is delivered through the Diocesan approved scheme 'Ten:Ten - Life to the Full'.

The Diocese has agreed that it meets all the necessary criteria for a Catholic school.

It incorporates scripture and prayer in each related unit of work. Each unit has strong links with building happy and healthy relationships. Delivery of RHE is the responsibility of the class teacher, however outside agencies, e.g. the school nurse may also have an input, although always in-line with our school ethos and the Church's teaching.

Parents/carers are asked to support the teaching at home.

Teaching strategies include but are not limited to:

- Recapping values and morals
- Establishing ground rules
- Distancing techniques
- Discussion (circle time)
- Project learning and research tasks (where appropriate)
- Reflections (collective worship & circle time)
- Group work and one-to-one

Pupils should be taught to develop personal attributes and values including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice - these attributes and values are also included in our 'Statements to live by' assemblies.

Whilst promoting Catholic values 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.

All staff teaching RHE will have annual training, whether this is at a staff meeting (internal) or training courses led by external agencies. They should have read and be up to date with the new 2019 guidance, which is compulsory from September 2020.

Outside Educators (including School Nurse)

Health professionals who are involved in delivering programmes are expected to work within the schools' Relationships and Sex Education Policy and under the instruction of the headteacher. They should follow their own professional codes of conduct.

National Curriculum Requirements

The curriculum guidance from 2019 states that:

'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education' Unless parents/carers choose to withdraw their child/children. Relationships and Sex Education is not compulsory for primary schools, however, 'Health Education is compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.'

Some parts of this curriculum fall under the National Curriculum 'science'.

Specific requirements for key stages (TEN:TEN scheme breakdown)

Teachers will have 3 modules to teach and each module will have individual sessions, lasting 30 - 60 minutes each depending on the age of the child.

Key Stage 1: (years 1&2)

****the areas of the curriculum covered in each module.**

Module 1: Created and Loved by God

****Religious Understanding, Me my body my health, Emotional well-being and Life cycles****

Session 1: I am unique (ME)

Session 2: Girls and Boys (My Body)

Session 3: Clean and Healthy (My Health)

Session 4: Feelings, Likes and Dislikes

Session 5: Actions and Behaviour (part 1)

Session 6: Actions and Behaviour (part 2)

Session 7: The Cycle of Life

Module 2: Created to Love Others

****Religious Understanding, Personal Relationships and Keeping Safe****

- Session 8: God Loves you
- Session 9: Special People
- Session 10: Treat Others Well.... (Part 1)
- Session 11: And Say Sorry (Part 2)
- Session 12: Being Safe
- Session 13: Good secrets & Bad secrets
- Session 14: Physical contact

Module 3: Created to Live in a Community

****Religious Understanding and Living in the Wider World****

- Session 15: Trinity House
- Session 16: Who is My Neighbour?
- Session 17: The Communities We Live in

Lower Key Stage 2: (years 3&4)

Module 1 - Created and Loved by God

****Religious Understanding, Me my body my health, Emotional Well-being and Life cycles****

- Session 1: story session 'Designed for a Purpose'
- Session 1a: sacraments
- Session 2: Sophie and Aidan - part 1
- Session 3: Sophie and Aidan - part 2
- Session 4: TBC
- Session 5: What Am I Feeling?
- Session 6: What Am I Looking At? (Links to usage of media)
- Session 7: Don't Tell Me What To Do!
- Session 8: Life Cycles

Module 2 - Created to Love Others

****Religious Understanding, Personal Relationships and Keeping Safe****

(Begin this module with a story session 'Jesus, My Friend')

- Session 9: Friends, Family and Others
- Session 10: When Things Feels Bad
- Session 11: When Things Change
- Session 12: Sharing Online
- Session 13: Chatting Online
- Session 14: Physical Contact

Module 3 - Created to Live in a Community

****Religious Understanding and Living in the Wider World****

- Session 15: Trinity House
- Session 16: What is the Church?
- Session 17: How Do I Love Others?

Upper Key Stage 2: (years 5&6)

Module 1 - Created and Loved by God

****Religious Understanding, Me my body my health, Emotional well-being and Life Cycles****

- Session 1: Jesus a Sign
- Session 2: Sacraments Are a Sign
- Session 3: My is a Sign
- Session 4: Me
- Session 5: My Body
- Session 6: My Health
- Session 7: Pressure
- Session 8: Behaviour
- Session 9: Emotional Changes
- Session 10: Child of God
- Session 11: Menstruation

Module 2- Created to Love Others

****Religious Understanding, Personal Relationships and Keeping Safe****

- Session 12: The Gift (Marriage)
- Session 13: Pressure
- Session 14: Cara's Story
- Session 15: Self-Talk
- Session 16: Sharing Online
- Session 17: Chatting Online
- Session 18: Physical Contact

Module 3 - Created to Live in a Community

****Religious Understanding and Living in the Wider World****

- Session 19: Trinity House
- Session 20: Catholic Social Teaching
- Session 21: TBC

Inclusion and Equalities

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.

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.

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 will 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.

Parents continue to have **the right to withdraw** their children from Sex Education (not from Relationships 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.

Confidentiality and Safeguarding

All pupils at St Monica's have a right 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 including: parents, carers, friends, other family members, teachers and anyone else who has contact with that pupil. 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, even the smallest of worries should be recorded. Schools and teachers have a role to play in identifying pupils, who may be at risk, or which they have safety and welfare concerns about. The school recognises that early intervention is the best strategy and is aware of a range of agencies which complement the pastoral role of the school. All staff should know what to do if they identify a safeguarding issue whilst teaching RHE. They should know how to remain professional and keep an appropriate level of confidentiality whilst liaising with the appropriate internal and external relevant professionals.

The designated safeguard lead for our school is Mrs Davies and the deputies are Miss Roberts and Mrs Morrison. All teachers should use CPOMS to record any welfare or safety concerns they have about a child.

All staff in school should have read and be up to date with latest Keeping Children Safe in Education document and every person working with young people should review this guidance annually. See Safeguarding policy for any further guidance.

External Influences

At St Monica's, we recognise that there may be a variety of responses from parents/carers to the introduction or updating of the RHE curriculum and we understand the importance of the parent/carer, as the first carer and educator. For some parents/carers it may be that they want the school to take total responsibility for

educating their child about puberty with very little involvement from themselves, whilst other parents/carers may not want the school to give their child any information about the changes that take place during puberty. Before the delivery of the RHE curriculum each year, parents/carers are invited to a consultation evening or asked to view resources, policy and discuss the content of the curriculum.

If any members of the school community have any concerns relating to the scheme and its content, they should in the first instance refer enquiries to the headteacher.

Monitoring, Assessing and Reviewing

The teaching of the RHE programme will be monitored, assessed and reviewed by examining plans, schemes of work, samples of pupils work and both pupil and teacher voice every year. This information will be used to help develop the programme and teaching further, doing this will keep the teaching of RHE current, up-to-date and in line with any new guidance that comes out.

Policy review and signed

<i>Policy reviewed and updated: November 2020</i>	
<i>Signed:</i>	<i>Headteacher:</i> <i>Governor:</i>