



At St. Anthony's, we believe we are a community striving to live, love and learn together, joyfully following Jesus Christ.

Relationships and Health Policy (RHE)

The DfE states that: Schools must have a written policy on relationships education (primary schools) and relationships and sex education (secondary schools), which they must make available to parents for free.

As sex education is not compulsory at primary school but health education is, we have chosen to adopt an RHE (Relationships and Health) policy rather than a RSE (Relationships and Sex Education).

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the governors in the Spring term 2024. This policy will be reviewed 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and staff. The next review date is February 2027.

Dissemination

The policy is shared with 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 office and details of the content of the RSE curriculum will also be published on our school website.

In this policy the governors and staff of St. Anthony's RC Primary, will set out our intentions about, rationale for and approach to relationships and health education (RHE). This policy document should be considered alongside our school mission, as this underlies everything that we do here at St. Anthony's RC Primary School:

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Our policy is informed by both the teachings of the Catholic Church and the Secretary of State's guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education. It also aligns with our school aims, which are as follows:

- We aim to show concern, in a school that looks to Christ for the basis of its existence, for all the teaching staff together with all the non-teaching staff and parents, as well as the pupils.*
- We aim, through prayer, worship and liturgy, to develop the faith of each individual in the school community.*
- We aim to ensure that the curriculum provides a Catholic Christian setting in which the children can grow in faith and understanding and in the acquisition of skills, attitudes, values and knowledge.*
- We aim to prepare the pupils to become active and responsible within the home, school, parish and the wider community in which they may live.*

At St. Anthony's, our ethos is to educate our children with Christ at the centre, and thus all that we teach is focused 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.

Defining relationship and health 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

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

We have a responsibility develop our pupils' knowledge and understanding of themselves 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. Relationship and Health Education (RHE) is 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.

The statutory guidance states that 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 and rationale

Whilst we are legally required to teach those aspects of RHE which are statutory parts of National Curriculum Science, this does not accurately reflect the rationale for our curriculum delivery at St. Anthony's. We believe that we are all children of God, deserving dignity because we are made in his image and likeness. For this reason, the framing of our RHE curriculum is rooted in the teachings of the Catholic Church.

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. RSE (Relationships and Sex Education), therefore, will be placed firmly within the context of **relationship** as it is there that sexuality grows and develops. For this reason, at St. Anthony's we refer to this curriculum subject as **RHE – Relationships and Health Education**.

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 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.

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

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 – we will therefore support, respect and love families who hold different values. 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.

Aim of RHE

Our Mission commits us to the education of the whole person (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 help pupils to grow in faith and understanding and in the acquisition of skills, attitudes, values and knowledge – making them responsible citizens. 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”³ 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;

³ Gravissimum Educationis 1

- 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;
- 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 sexual 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;
- the facts about human reproduction

We aim for our pupils to be able to articulate

- the importance of in self-respect and self-worth, with children recognising that we are God's creation; created in His image and likeness.
- an appreciation for and understanding of the role of God our Father as a creator of the world and the founder of production and purposeful relationships.
- that love, trust and faith is central to relationships.
- the nature, purposes and value of marriage and the family.
- their understanding of themselves, their bodies and their emotional development.

- an ability to reflect on and recognise the qualities that helps them to grow, develop and sustain positive and effective relationships.

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; and is delivered 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. We will ensure all pupils in school can articulate who their trusted adult is and how to ask for help if they are concerned.

Equality Obligations

We are fully aware of the wider responsibilities of our governing body under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of any protected characteristics such as: disability, educational needs, race, nationality, ethnic or national origin, 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 sex curriculum.

Our RHE Programme

At St Anthony's we have adopted TenTen's 'Life to the Full Plus' programme. Within each learning stage, there are three modules which are based on the Model Catholic RHE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

The programme adopts a spiral curriculum approach so that as a child goes through the programme, year-after-year, the learning will develop and grow, with each stage building on the last.

The scheme of work compliments the personal and social development work carried out to meet the Early Learning Goals at the Foundation Stage and builds upon emotional and social skills which are central to all later RHE work.

In addition to delivering the programme, we will also have designated RHE sessions in which we develop pupils' cultural capital e.g. through teaching them about managing finances and using resources from 'Young Citizens'.

At KS1, the RHSE programme continues the work from Foundation Stage. It helps to build skills of:

- Developing confidence in talking*
- Listening to others*
- Thinking about feelings and naming emotions*
- Developing self-esteem*
- Developing assertiveness and friendship skills*

At KS2, the above skills are developed and pupils look specifically at:

- The changes that will take place during puberty.*
- Puberty and Body changes*
- Scientific understanding of life in the womb and how babies are formed in the womb*
- Menstruation*
- How babies are conceived, develop and are born*

Specific sex education content: Upper KS2 (Years 5 and 6) will follow the 10:10 programme of study in order to deliver the RHE curriculum, which supplements and links to work completed in Science on the topic 'Life Cycles'. In these sessions, a variety of teaching methods and styles will be used – including delivering sessions within single gender groups.

A more detailed overview of the programme is available from the subject leader.

Parents

We recognise that Relationships and Health Education is a shared responsibility between home and school. We also acknowledge the advice of the Bishops' Conference: 'It is the privilege and responsibility of the family to inform and educate their children in all matters, pertaining to human growth and development, particularly the sensitive area of sex education.'

Therefore, St. Anthony's will support parents and carers by providing access to the materials through the TenTen Parent Portal. They can then discuss their child's learning with them at home and contact school with any questions / queries that they may have in advance of sessions being delivered to their child.

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 head teacher. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Responsibility For Teaching The Programme

Responsibility for the specific relationships and health education programme delivered lies with the RHE lead and teaching staff, 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.

Other Roles And Responsibilities Regarding RHE

Governors

- ratify the RHE policy, in consultation with staff
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEND and inclusion, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;

- 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.

RHE Co-Ordinator / Programme leader

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 must be a whole school focus and culture. 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 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 St. Anthony's other policy documents (for example, our behaviour policies and safeguarding policies).

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.

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 stakeholder 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 sex, 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 schemes of work, observing lessons and viewing and samples of pupils work at regular intervals. The programme will be evaluated appropriately and feedback from monitoring should be reported to all stakeholders. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.