



POLICY – RHE (Relationship Health Education)

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Introduction

We believe that Relationship and Health Education (RHE) is an essential part of a holistic education since its focus is the individual, uniquely created by God in His own image. Through RHE children come to understand more about themselves, others and the beauty of Creation.

Defining RHE

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.”

Aims and Rationale

Our approach to RHE will be a positive one because:

- Sexuality is a gift from God.
- We are made to love and be loved.
- What we say with our bodies should reflect what we mean in our hearts and minds.
- Mature Christian sexuality involves openness and commitment to others.
- Genuine love is creative.

We affirm that human sexuality is an essential dimension of personal identity as it forms a fundamental part of God’s gift of Life. We offer a profound understanding of the joy and depth of human sexual relationships.

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 people.

Our Aims

In partnership with parents, to provide children and young people with a “positive and prudent 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.

- To teach pupils to respect their own and each other’s bodies.
- To teach pupils about the importance of love and respect in relation to all relationships and especially sexual relationships and to set this in the context of family life and marriage.
- To teach pupils about responsibility for oneself and others.
- To develop an understanding about the importance of parenting skills.
- To develop an awareness of the importance of emotions, feelings, instinct and right judgement in relation to self-protection.
- To present fact in an objective and balanced manner and to use appropriate terminology to enable pupils to discuss issues without embarrassment or fear.
- To provide a supportive environment for RHE to take place where questions can be asked and honestly answered.

Overarching 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.
- 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.
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- 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, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Methodology

We intend that the school's RHE policy and programme shall be delivered in conjunction with the Religious Education programmes and also in accordance with the principles set down in other relevant school's policies such as, Equal Opportunities, Child Welfare and Inclusion.

In Year 4 the children are first introduced to how their body changes in puberty, at Year 6 children will be taught in more depth about puberty and the physical and emotional changes that arise because of it. A separate lesson will be set aside for this topic in which it may be appropriate to split pupils into gender groups. It may also be appropriate to invite the school nurse to speak to children about certain pertinent issues at this time.

Aspects of RHE will be covered as part of the statutory element of the Science National Curriculum in accordance with our statutory obligations.

Dealing with sensitive issues and responding to questions Teachers will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner.

In some cases, it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his\her parents. In the same way not, all questions will be answered publicly, and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group.

Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

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; 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. (In looking at these questions, it is important to draw links to the school's inclusion policy).

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.

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.

The school has ensured that to the best of its knowledge, the statements and procedures set out in this policy do not discriminate unjustly against any such groups or individuals.

Working with Parents

The Education Act 1993 gives parents the right to withdraw their child from any or all of the schools Sex Education programme although certain elements are covered under the Science National Curriculum which is the entitlement of all children. The school recognises that good communication is vital in this area and parents are invited to review the school's policy and ideally view all the materials used beforehand.

Roles and Responsibilities

RHE 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. 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.

Governors

In accordance with the Education Act of 1993 the governing body will keep up to date the school's policy for RHE, in consultation with parents and will make copies available to them. They will make known to parents their right to withdraw their children from all or part of RHE provided at school except for those parts included in the statutory National Curriculum.

Teachers

All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guidance of the physical, moral 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 to all staff teaching RHE.

Parents

The school recognises that parents are the primary educators of their children and will seek to support them in their task. It will ensure that parents are kept informed of what is happening in RHE in terms of content, delivery and timing.

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with all 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.

Programme/Resources

At St Paul's we use the Ten Ten Life to the Full programme of study. Children are given the opportunity to express their knowledge and understanding at the start of topics and this is revisited at the end.

External Visitors

Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE. 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 'Checklist for External Speakers to Schools'.

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.

Monitoring

The subject will be monitored and evaluated in line with the school's monitoring schedule.