



## Relationships and Health Education Policy

### Relationships and Health Education Policy - April 2021

#### Aims and Objectives

This policy sets out what the curriculum subject relationships and health education (RHE) is, and how it is taught at St. Mary's Catholic Primary School.

#### Statutory requirements

Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 ("Regulations"), made under sections 34 and 35 of the Children and Social Work Act 2017, Relationships Education and Health Education (RHE) are compulsory for all pupils receiving primary education. Sex education is compulsory only in secondary education. The Regulations state that pupils learn about

(i) safety in forming and maintaining relationships,

(ii) the characteristics of healthy relationships,

and (iii) how relationships may affect physical and mental health and well-being. They also state that the education must be appropriate having regard to the age and religious background of pupils.

#### Framework and aims

At St Mary's school the teaching of relationships and health education (RHE) is set within the framework of the Catholic Church's understanding of the unique and irreplaceable dignity of every human person as a beloved child of God. Consistently with the school's mission, teaching in RHE aims to have the best interests of pupils at heart, helping children to grow in knowledge and understanding of healthy relationships, developing appropriate personal and social skills, and becoming appreciative of the values and virtues on which their human flourishing depends. In all aspects of the curriculum RHE is aligned with the teaching of the Catholic faith on marriage and the family, as set out in the Catechism of the Catholic Church, especially paragraphs 2331-2400 and 1601-1666. We use the TenTen Scheme of work - Life To The Full - which fully aligns with statutory requirements from the DFE.

#### Teaching within the science curriculum

Some aspects of RHE, such as reproduction in year 6, are delivered as part of the national curriculum.

### **Differentiated learning**

RHE is delivered in a way that takes into account each pupil's age, individual maturity, abilities and circumstances. Pupils will receive appropriately differentiated support in order to enable them to learn and understand. Teaching methods will be adapted to meet the varying needs of individual pupils.

### **The parental role**

The school recognises that parents are the first and most important teachers of their children. The curriculum is therefore integrated across the home-school partnership and parents are encouraged to discuss subjects with their children as they arise. Schemes of work and resources will be made available to parents on request. Parents will be informed by letter when the more sensitive aspects of RHE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Parents have the right to withdraw pupils from sex education lessons, although there is no right to withdraw pupils from classes covering the science curriculum. If parents wish to withdraw their child from sex education they should contact the Headteacher. A list of supplementary resources which parents may find helpful is attached to this policy, and further resources will be added.

### **Teaching about puberty, fertility and conception**

From year 5, the curriculum includes discussion of the physical and emotional changes that occur in adolescence (puberty).

### **Teaching responsibility**

Class teachers are responsible for teaching RHE. However, all staff will be involved in developing the attitudes and values aspects of RHE. They are expected to be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils, and to contribute to the development of pupils' personal and social skills.

### **External Visitors**

The 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. External visitors will be clear about their role and responsibility while they are in school delivering a session and must adhere to the CES Checklist for External Speakers to Schools code of practice. Parents will be informed in advance of such visits.

### **Governors**

- Ensure that the policy is available to parents;

- Ensure that the policy is in accordance with other whole school policies, the ethos of the school and the Catholic faith;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor who is a foundation Catholic 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.

### **Headteacher**

- Takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Education Service and the Local Education Authority, also appropriate agencies.

### **RHE Co-ordinator**

- May be the Headteacher or a Catholic member of staff.
- With the Headteacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in sharing information relating to RHE and the provision of in-service training.

### **All Staff**

- All teachers have a responsibility of care; as well as fostering academic progress they are expected to actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils.
- Teachers are expected to teach RHE in accordance with Catholic teaching. Appropriate training will be made available for all staff teaching RHE, and the Catholic elements of the curriculum will be explained by reference to the Catechism of the Catholic church.
- Teachers have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

### **Relationship to other policies and curriculum subjects**

This policy includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy, Mobile Phones Policy etc).

### **Children's questions**

The school wants to promote a healthy, positive atmosphere in which RHE can take place, and to ensure that pupils can ask questions freely, confident of receiving

answers. Some questions, however, may raise issues which it would not be appropriate for teachers to answer during ordinary class time. These will be discussed separately and, where appropriate, following discussions with SLT or the DSL.

### **Safeguarding**

If discussion leads to disclosure of a safeguarding issue teachers will not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person 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.

### **Monitoring and Evaluation**

The RHE Co-ordinator will monitor the provision of the various dimensions of RHE by examining plans, schemes of work and samples of pupils' work at regular intervals. The subject will be evaluated regularly, and the results of the evaluation will be reported to staff and Governors.

### **Consultation**

This policy has been circulated, and the resources made available for inspection, to parents, carers, staff and governors, during a consultation period.

### **Review**

This policy will be reviewed every two years.

Signed: \_\_\_\_\_ (Mr C. Hartley, Chair of Governors)

\_\_\_\_\_ (Miss P Pickering, Headteacher)

\_\_\_\_\_ (Miss L Grant, RHE Leader)