



Holy Trinity Catholic Primary School

**Aspire not to have more but to be more**

# Relationships and Health Education Policy

Holy Trinity is a Catholic Primary School where Core Values, underpin every aspect of school life. Our Mission Statement is:

**Inspired by Christ and His teaching,  
Holy Trinity Catholic Primary School educates, nurtures and celebrates  
the unique nature and worth of every member of its diverse family.**

The Mission Statement is summed up in our school motto: '**Aspire not to have more, but to be more**'  
The aims for all of our school family are:

- *to promote excellence in all aspects of school life, developing each person's ability to recognize and strive for this;*
- *place Christ at the centre of our daily lives, so that our school family may be the leaven of the Gospel values promoted in our mission*
- *to recognize that all members of the community are life-long learners, prepared to accept challenges with confidence and determination*
- *to promote self-discipline and respect, never accepting bullying of any kind and to communicate this belief in a positive and proactive manner.*

These aims are revisited regularly to ensure their relevance and we work to ensure our statement on equality of opportunity and values are understood by all.



Based upon the CES Model Policy  
RHE Coordinator – Mrs. C McNally

## **1 Introduction**

- 1.1 Within the Catholic setting of our school, we at Holy Trinity are working to prepare the children in our care to take their places in a multi-cultural society, developing in them a sense of peace, justice and respect. In this policy, the Governors and teachers, in partnership with pupils and their parents, set out our intentions about relationships and health education (RHE). Additionally, we set out our rationale for, and approach to relationships and sex education in the school.
- 1.2 At Holy Trinity, we derive our RHE policy from our Mission Statement. We wish to create an atmosphere that reflects the teaching of Christ, laying down the foundation for a living faith in accordance with our Catholic tradition. We wish to create a safe, secure environment in which every individual is educated and nurtured with understanding and respect. We intend to ensure that the unique nature of all is celebrated. The CES model policy for primary schools has been the basis for this policy.
- 1.3 In addition to this, Holy Trinity has undertaken consultation with a number of groups. Parents were given access to the Parent Portal of the school scheme 'Life to the Full' and questionnaires sent to

parents /carers in order to collect their views. There has been a review of the review of RHE curriculum content with staff. There has been consultation with the school nurse and our governors have contributed their views to the formation of our work in this subject.

## **2 Dissemination**

- 2.1 The policy will be available to all members of the Governing Body through Governorhub, and all teaching and non-teaching members of staff through the 365 platform. Copies of the document will be available to all parents through the school's website and a copy is available through contacting school. Details of the content of the RHE curriculum will also be published on the school's web site.

## **3 Defining Relationship and Health Education**

- 3.1 Current Statutory Guidance reminds us:

"... 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"<sup>1</sup>

- 3.2 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 right relationships with self and others and being enabled to make moral decisions in conscience.

- 3.3 In Holy Trinity, the focus will 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."<sup>2</sup>

This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe

## **4 Statutory Curriculum Requirements**

- 4.1 We are legally required to teach those aspects of RHE, which are statutory parts of National Curriculum Science; however, the reasons for our inclusion of RHE go further.

## **5 Rationale**

**'I have come that you might have life and have it to the full.' (Jn.10.10)**

- 5.1 We are involved in relationships and health education precisely because of our Christian beliefs about God and about the human person.
- 5.2 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 RHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.
- 5.3 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.
- 5.4 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. RHE, therefore, will be placed firmly within the context of relationship, as it is there that sexuality grows and develops.

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers p4

<sup>2</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers p19

- 5.5 Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RHE 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.
- 5.6 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 and support will be provided to help pupils deal with life in Modern Britain.

## **6 Values and Virtues**

- 6.1 Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life.
- 6.2 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, fruitfulness, chastity, integrity, prudence, mercy and compassion.

## **7 Aim of RHE and the Mission Statement**

- 7.1 Our Mission Statement commits us to the education of every child and their whole being (spiritual, physical, intellectual, moral, and social, cultural, emotional) and we believe that RHE is an integral part of this education.
- 7.2 Furthermore, our school aims state that we will endeavour to promote excellence in all aspects of school life, developing each person's ability to recognize and strive for this and recognize that all members of the community are life-long learners, prepared to accept challenges with confidence and determination. We also expect to promote self-discipline and respect and never accept bullying of any kind.
- 7.3 In partnership with parents, our school aims to provide children and young people with a "positive and prudent sexual education"<sup>3</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

## **8 Objectives**

- 8.1 At Holy Trinity Catholic Primary School we aim 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;
  - recognition of and value of 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.
- 8.2 We also aim 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,

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<sup>3</sup> Gravissimum Educationis

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.

8.3 We want our children 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

## **9 Outcomes for Inclusion and Scaffolded Learning**

9.1 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.

9.2 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.

## **10 Outcomes for Equalities Obligations**

10.1 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.

## **11 The Broad Content of RHE**

11.1 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. The outline of our programme is contained in Appendix 1.

## **12 Programme and Resources**

12.1 Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video

- group work
- role-play
- trigger drawings
- values clarification

12.2 Assessment of the children's learning is built into our scheme of work 'Life to the Full'. It takes the form of Baseline and Endpoint assessments and assessment criteria to review responses against.

### **13 Resources**

13.1 We will resource our provision through:

- support from the School Nursing Team,
- the Life to the Full curriculum from TenTen resources
- the NC Science curriculum
- the RE Curriculum - Living and Growing as People of God
- curriculum elements from EYFS Managing feelings and behaviour.

13.2 Learning is also supported by a visit from the ST John's Ambulance Association, the Church of England Banking scheme and Life Organisation in Y6.

### **14 Assessment**

14.1 Pupils' learning in RHE is assessed alongside the wider elements of learning, the science and RE Curricula expectations.

### **15 Parents and Carers**

15.1 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.

15.2 Parents/carers 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.

15.3 Parents will be able to view the resources used by the school in the RHE programme.

15.4 Holy Trinity 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. 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).

### **16 Balanced Curriculum**

16.1 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 RHE programme that offers a range of viewpoints on issues.

16.2 Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RHE. 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.

16.3 We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

### **17 Responsibility for Teaching the Programme**

17.1 Responsibility for the specific relationships and sex education programme lies with the class teaching teams, coordinated by the Head Teacher.

- 17.2 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.

## **18 External Visitors**

- 18.1 Our school will call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE when needed. Such visits will always complement the current programme and never substitute or replace teacher led sessions.
- 18.2 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'.<sup>4</sup>
- 18.3 Health professionals will follow the school's policies, minimising the potential for 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.

## **19 Other Roles and Responsibilities regarding RHE**

- 19.1 Governors
- Draw up the RHE 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. SENd, 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 RHE within PSHE.
- 19.2 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 and other appropriate agencies.
- 19.3 Pastoral Care Manager and RHE Coordinator  
The coordinators, with the Headteacher, have a general responsibility for supporting other members of staff in the implementation of this policy. They will provide a lead in the dissemination of the information relating to RHE and the provision of in-service training. (*The Designated Safeguarding Leads will support in ensuring child protection is at the forefront of our work*).
- 19.4 All Staff  
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 have been included in the development of this policy and all should be aware of how the policy relates to them.

## **20 Relationship to other Policies and Curriculum Subjects**

- 20.1 This RHE policy will be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Behaviour Management

<sup>4</sup> CES Checklist for External Speakers to Schools, 2016

Policy, Safeguarding Policy etc.)

20.2 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.

20.3 Learning about RHE will link to/complement learning in those areas identified in the RHE audit.

## **21 Children's Questions**

21.1 The governors want to promote a healthy, positive atmosphere in which RHE 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 and young people.

## **22 Controversial or Sensitive issues**

22.1 There will always be sensitive or controversial issues in the field of RHE. These may be 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.

22.2 The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

22.3 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.

## **23 Supporting Children and Young People who are at Risk**

23.1 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.

23.2 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 Safeguarding Lead/s who will direct the matter from that point on, in accordance with the school's Safeguarding Policy.

## **24 Confidentiality and Advice**

24.1 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.

24.2 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 health, developing appropriate personal and social skills and becoming appreciative of the values and attitudes that underpin the Christian understanding of what it means to be fully human.

24.3 Pupils will be encouraged to talk to their parents/carers about the issues that 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 that are illegal or abusive for instance. Teachers will explain that in such circumstance 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

## **25 Monitoring and Evaluation**

- 25.1 The RHE coordinator 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.
- 25.2 The programme will be evaluated biannually by means of questionnaires /response sheets/needs assessment given to pupils, and /or by discussion with pupils, staff and parents.
- 25.3 Our school will report the results of any evaluation 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.

## **26 Implementation and Review of Policy**

- 26.1 Implementation of the policy will take place after consultation with the Governors in 2021.
- 26.2 The Head teacher, RHE Coordinator, Pastoral Care Manager and the Governing Body and Staff will review this policy every 2 years. The next review date will be 2023.



## Appendix 1

<b>Life To The Full</b>			
	<b>Module 1: Created and Loved by God</b>	<b>Module 2: Created to Love Others</b>	<b>Module 3: Created to Live in Community</b>
<b>EYFS</b>	Unit 1: Religious Understanding <ul style="list-style-type: none"> <li>• Handmade with Love.</li> </ul> Unit 2: Me, my body, my health <ul style="list-style-type: none"> <li>• I Am Me,</li> <li>• Heads, Shoulders, Knees and Toes</li> <li>• Ready Teddy?</li> </ul> Unit 3: Emotional well-being <ul style="list-style-type: none"> <li>• I Like, You Like, We All Like!,</li> <li>• Good Feelings, Bad Feelings</li> <li>• Let's Get Real</li> </ul> Unit 4: Life cycles <ul style="list-style-type: none"> <li>• Growing Up</li> </ul>	Unit 1: Religious Understanding <ul style="list-style-type: none"> <li>• Role Model</li> </ul> Unit 2: Personal Relationships, <ul style="list-style-type: none"> <li>• Who's Who?</li> <li>• You've Got a Friend in Me,</li> <li>• Forever Friends</li> </ul> Unit 3: Keeping Safe <ul style="list-style-type: none"> <li>• Safe Inside and Out</li> <li>• My Body, My Rules,</li> <li>• Feeling Poorly</li> <li>• People Who Help Us</li> </ul>	Unit 1: Religious Understanding <ul style="list-style-type: none"> <li>• God is Love</li> <li>• Loving God, Loving Others</li> </ul> Unit 2: Living in the Wider World <ul style="list-style-type: none"> <li>• Me, You, Us.</li> </ul>
<b>KS1</b>	Unit 1: Religious Understanding <ul style="list-style-type: none"> <li>• Story Sessions: Let the Children Come</li> </ul> Unit 2: Me, my body, my health <ul style="list-style-type: none"> <li>• I am Unique</li> <li>• Girls and Boys</li> <li>• Clean &amp; Healthy</li> </ul> Unit 3: Emotional well-being <ul style="list-style-type: none"> <li>• Feelings, Likes and Dislikes</li> <li>• Feeling Inside Out</li> <li>• Super Susie Gets Angry</li> </ul> Unit 4: Life cycles <ul style="list-style-type: none"> <li>• The Cycle of Life</li> </ul>	Unit 1: Religious Understanding <ul style="list-style-type: none"> <li>• God Loves You</li> </ul> Unit 2: Personal Relationships <ul style="list-style-type: none"> <li>• Special People</li> <li>• Treat Others Well...</li> <li>• ...and Say Sorry</li> </ul> Unit 3: Keeping Safe <ul style="list-style-type: none"> <li>• Being Safe</li> <li>• Good Secrets &amp; Bad Secrets</li> <li>• Physical Contact</li> <li>• Harmful Substances</li> <li>• Can You Help Me?</li> </ul>	Unit 1: Religious Understanding <ul style="list-style-type: none"> <li>• Three in One</li> <li>• Who Is My Neighbour?</li> </ul> Unit 2: Living in the Wider World <ul style="list-style-type: none"> <li>• The Communities We Live In</li> </ul>

<b>Life To The Full</b>			
	<b>Module 1: Created and Loved by God</b>	<b>Module 2: Created to Love Others</b>	<b>Module 3: Created to Live in Community</b>
<b>LOWER KS2</b>	Unit 1: Religious Understanding <ul style="list-style-type: none"> <li>• Story Sessions: Get Up!</li> </ul> Unit 2: Me, my body, my health <ul style="list-style-type: none"> <li>• We Don't Have To Be The Same</li> <li>• Respecting Our Bodies</li> <li>• What Is Puberty? (Year 4+)</li> <li>• Changing Bodies (Year 4+)</li> <li>• Discussion Groups (Year 4+)</li> </ul> Unit 3: Emotional well-being <ul style="list-style-type: none"> <li>• What Am I Feeling?</li> <li>• What Am I Looking At?</li> <li>• I Am Thankful</li> </ul> Unit 4: Life cycles <ul style="list-style-type: none"> <li>• Life Cycles</li> </ul>	Unit 1: Religious Understanding <ul style="list-style-type: none"> <li>• Story Sessions: Jesus, My Friend</li> </ul> Unit 2: Personal Relationships <ul style="list-style-type: none"> <li>• Friends, Family &amp; Others</li> <li>• When Things Feel Bad</li> </ul> Unit 3: Keeping Safe <ul style="list-style-type: none"> <li>• Sharing Online</li> <li>• Chatting Online</li> <li>• Safe In My Body</li> <li>• Drugs, Alcohol &amp; Tobacco</li> <li>• First Aid Heroes</li> </ul>	Unit 1: Religious Understanding <ul style="list-style-type: none"> <li>• A Community of Love</li> <li>• What is the Church?</li> </ul> Unit 2: Living in the Wider World <ul style="list-style-type: none"> <li>• How Do I Love Others?</li> </ul>
<b>UPPER KS2</b>	Unit 1: Religious Understanding <ul style="list-style-type: none"> <li>• Story Sessions: Calming the Storm</li> </ul> Unit 2: Me, my body, my health <ul style="list-style-type: none"> <li>• Gifts and Talents</li> <li>• Girls' Bodies</li> <li>• Boys' Bodies</li> <li>• Spots and Sleep</li> </ul> Unit 3: Emotional well-being <ul style="list-style-type: none"> <li>• Body Image</li> <li>• Peculiar Feelings</li> <li>• Emotional Changes</li> <li>• Seeing Stuff Online</li> </ul> Unit 4: Life cycles <ul style="list-style-type: none"> <li>• Menstruation</li> <li>• How Babies Grow and Develop Pt1&amp;2</li> </ul>	Unit 1: Religious Understanding <ul style="list-style-type: none"> <li>• Is God Calling You?</li> </ul> Unit 2: Personal Relationships <ul style="list-style-type: none"> <li>• Under Pressure</li> <li>• Do You Want a Piece of Cake?</li> <li>• Self-Talk</li> </ul> Unit 3: Keeping Safe <ul style="list-style-type: none"> <li>• Sharing Isn't Always Caring</li> <li>• Cyberbullying</li> <li>• Types of Abuse</li> <li>• Impacted Lifestyles</li> <li>• Making Good Choices</li> </ul>	Unit 1: Religious Understanding <ul style="list-style-type: none"> <li>• The Trinity</li> <li>• Catholic Social Teaching</li> </ul> Unit 2: Living in the Wider World <ul style="list-style-type: none"> <li>• Reaching Out</li> </ul>