



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.*

In this policy the Governors and teachers, in partnership with pupils and their parents, set out our rationale for and approach to relationships and health education at Holy Trinity.

Approved by:	Date:
Last reviewed on:	01/09/2024
Next review due by:	09/09/2025

Curriculum Intent:

It is the intent that all children will know themselves, as unique individuals, created and loved by God. We aim to ensure that every child is fully equipped with the knowledge, skills and understanding of positive self-worth, positive view of the world and positive relationships. We aim to ensure that by developing a strong and embedded understanding of themselves, children will grow into mature adults who can make informed choices about relationships and health.

Curriculum Implementation:

Following a review of the statutory requirements for the teaching of relationships and health education alongside DFE requirements, the School has followed the guidance from the Catholic Education Service and the Diocesan Education Service of the Archdiocese of Birmingham to devise this policy and the resources to be used in our teaching of RHE across the School.

The policy and teaching materials have been reviewed as a staff collectively, and content has been selected that is agreed to be appropriate and relevant in terms of age, stage, level of understanding and pertinence to particular cohorts. Parents and carers have been invited to view the teaching materials and raise any questions they may have in school, and they have also been reminded of their right to withdraw their children from lessons dealing with specific, sensitive content, should they wish to do so. The teaching content will be reviewed annually, as will the offer of a consultative meeting with parents and carers. Review may take place sooner if legal requirements change.

The policy has been approved and adopted by the Governors of Holy Trinity Catholic Primary School. Copies of the policy will be available to all parents on our web site and copies available from the school office for anyone who requests one. Details of the content of the RHE curriculum will also be published on the school's web site as part of the long-term plan for PSHE and RHE.

Defining what is to be taught in Relationship and Health Education

The DFE guidance defines RHE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health” 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. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding.”

It also states that: ‘The focus in primary school 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’.

Statutory Curriculum Requirements

In Primary School, we are legally required to teach those aspects of RSHE (relationships, health and sex education) which are statutory parts of National Curriculum Science.

Rationale for our RHE Curriculum Offer

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

We are involved in relationships and health education precisely 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 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. 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, bodies are seen as God's gift, reflect God's beauty, and share in the divine creativity. Relationships Education therefore, will be placed firmly within this context.

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 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.

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 different sets of values.

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 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.

Aim of RHE and Our Mission Statement

Our school mission commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RHE is an integral part of this education.

We also endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves: In partnership with parents, to provide children and young people with a positive and prudent relationships and health education, 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 fertility, reproduction and the gift of humans as individuals;
- 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;
- Responsibility for their own actions and a recognition of the impact of these on others;
- Recognising and valuing their own identity and that of others;
- Celebrating the gift of life-long, self-giving love;
- Recognising the importance of marriage and family life;

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 free from exploitation, abuse and bullying;
- Managing emotions within friendships, and when friendships 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;

To **know and understand**:

- The Sacrament of Marriage
- The physical and psychological changes that accompany puberty;
- The facts about human reproduction.

Outcomes

Inclusion, Adaptive Teaching and 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. Teachers will ensure that the way in which concepts are presented in the RHE lessons they teach are accessible to all children in the lesson, providing support in the form of scaffold and further adult instruction where needed. Children will also be challenged and encouraged, at an appropriate level in terms of pupils' ages and stages, to think deeply about how the teachings of the Catholic Church can be applied and lived out in the maintenance of their own health and relationships as they grow up.

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.

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 curriculum.

Programme

Holy Trinity follows the Diocesan-approved programme "Life to the Full Plus" by Ten Ten Resources.

Programme Structure

Life to the Full Plus has a three-stage structure which is repeated across three different learning stages:

- EYFS is aimed at Nursery and Reception
- Key Stage One is aimed at Years 1 and 2
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

Within each learning stage, there are three modules:

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

Each Module is then broken down into Units of Work.

Module 1 Created and Loved by God

- Religious Understanding
- Me, My Body, My Health
- Emotional Well-Being
- Life Cycles

Module 2 Created to Love Others

- Religious Understanding
- Personal Relationship
- Keeping Safe

Module 3 Created to Live in Community

- Religious Understanding
- Living in the Wider World

Programme Content

The programme adopts a progressive approach so that as children go through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

Module One: Created and Loved by God

This module explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

In these sessions, children explore these areas of study:

- **EYFS** - Our uniqueness in real terms, celebrating differences, talents and abilities, looking after and using our bodies, the necessity of when and how to say sorry, Jesus' forgiveness and growing up as God's plan for us.
- **Key Stage One** – that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.
- **Lower Key Stage Two** – understanding differences, respecting our bodies, puberty and changing bodies, strategies to support emotional wellbeing including practising thankfulness, and the development of pupils' understanding of life before birth.
- **Upper Key Stage Two** – appreciation of physical and emotional differences, a more complex understanding of physical changes in girls' and boys' bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional well-being, a more nuanced and scientific understanding of life in the womb, and menstruation.

Module Two: Created to Love Others

This module explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe. This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

In these sessions children explore these areas of study:

- **EYFS** – In the Unit 'Personal Relationships', children are taught about different family/friend relationships, features of positive/negative behaviour in relationships, the importance of saying sorry and forgiveness within relationships. In the Unit 'Keeping Safe' children are taught about practical ways to stay safe inside and out, staying safe around medicines, people who help us in emergencies
- **Key Stage One** – In the Unit 'Personal Relationships', children are taught to identify the special people in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit 'Keeping Safe', we explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, the difference between good and bad secrets, and teaching on physical boundaries (we will reinforce this by incorporating the PANTS resource from the NSPCC materials). We also look at the effects of some harmful substances and learn some basic First Aid.
- **Lower Key Stage Two** – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified Cognitive Behavioural Therapy (CBT) techniques for managing thoughts, feelings and actions. In the 'Keeping Safe Unit, children learn about online safety, bullying and abuse, the effects of drugs, alcohol and tobacco and the crucial role of First Aid in emergency situations.
- **Upper Key Stage Two** – The sessions for UKS2 in the 'Personal Relationships' module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act. In the 'Keeping Safe' Unit, children learn about the risks of sharing and chatting online, a more complex understanding of different forms of abuse, how drugs, alcohol and tobacco can negatively affect people's lifestyles and essential First Aid such as DR ABC and the recovery position.

Module Three: Created to Live in Community

This module explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In these sessions, children explore these areas of study:

- **EYFS** - that God is three in one: Father, Son and Holy Spirit, that they are loved and called to love others, about the different communities they are part of and the responsibilities they have to them.
- **Key Stage One**- that God is love: Father, Son and Holy Spirit, that being made in His image means being called to be loved and to love others, about the various communities they belong to: home, school, parish, the wider community, the nation and the global community, that God calls us to live in community with one another.
- **Lower Key Stage Two** - a deeper understanding that God is love as shown by the Trinity, that the human family reflects the Holy Trinity in mutual charity and generosity, that the Church family comprises of home, school and parish, Catholic Social Teaching on what it means to work for the Common Good.
- **Upper Key Stage Two** - that God is Trinity – a communion of persons, that the Church is the body of Christ, a deeper and richer understanding of Catholic social teaching, how certain charities reach out to the wider community with love.

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/carers will be informed by letter or text 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 will be able to view the resources used by the school in the RHE programme. Parents will be invited to an annual meeting to be able to view resources and the content of the programme.

Our aim is that every parent and carer will have full confidence in the school's RHE programme to meet their child's needs. Parents have the right to withdraw their children from RHE 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 teaching RHE through the curriculum enables children to be safeguarded from misinformation that could happen through self- / peer education.

Balanced Curriculum

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

Responsibility for Teaching the RHE Programme

Responsibility for the specific relationships and health education programme lies with PSHE Subject Lead, supported by the Headteacher, Science Subject Lead and Religious Education Subject Lead. Class teachers will deliver the programme. 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.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE. Such visits will always complement the current programme. Staff will ensure that any external visitor is clear about their role and responsibility whilst they are in school delivering a session.

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.

Other Roles and Responsibilities Regarding RHE

Governors

Governors have the following roles and responsibilities:

- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Maintain a link governor to share in the monitoring and evaluation of the programme, including resources used.

The Headteacher:

The Headteacher 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.

PSHE Subject Lead:

The Subject Lead, 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 the dissemination of the information relating to RHE and the provision of in-service training.

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 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 the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc.) Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately adapted 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. Learning about RHE in PSHE classes will link to/complement learning in those areas identified in the RHE audit.

Children's Questions

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. Controversial or Sensitive issues.

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.

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. 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, these will be followed up sensitively at the soonest opportunity and in line with Safeguarding policy and procedures.

Supporting children and young people who are at risk of harm:

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 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. 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, 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 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

Monitoring and Evaluation

The PSHE Subject Lead 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. The programme will be evaluated regularly through discussion with pupils, staff and / or parents and any updates that are shared by the Diocesan Education Service for this programme will form part of the monitoring and evaluation process.