



**Our Lady of Lourdes**  
Catholic Primary School

## **RELATIONSHIPS & HEALTH POLICY**

### **MISSION STATEMENT**

Our Parish School of Our Lady of Lourdes  
welcomes everyone in the community,  
to share with us the joys of our Catholic Faith.  
We worship, learn and play together in the love of Jesus,  
helping one another to become the people  
God has created us to be.

#### **Commitment to equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

In this policy the Governors and Teachers, in partnership with pupils and their parents, set out their intentions about Relationships and Health Education (RHE). At Our Lady of Lourdes, RHE is underpinned by the ethos and values of our school.

Through our Relationships and Health Education (RHE) programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy, respectful, loving relationships and appropriate boundaries, we consider effective RHE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RHE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life, whilst being underpinned by our Catholic values. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices, whilst instilling the Catholic values at the core of our philosophy.

### **Implementation and review of policy**

This policy will be reviewed every year 2 years by the Head teacher and the Governing Body and Staff.

The policy will be made available to all teaching and non-teaching members of staff. Copies of the document will be included on the school's website, along with details of the RHE curriculum content.

### **Defining Relationships and Health Education**

The DfE guidance (July 2020) 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”. It is about the development of the pupil's knowledge and understanding of what it means to be 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

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. 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**

We are legally required to teach those aspects of RHE which are statutory parts of National Curriculum Science.

## Rationale:

‘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, 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.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, RHE will be firmly embedded in the RE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It will also be delivered in conjunction with teaching of the statutory element of the Science National Curriculum. 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. RHE will be key in preparing pupils for life in modern Britain.

The school will use the Ten Ten Resource ‘Life to the Full’ to deliver the RHE curriculum content within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

## 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. Virtues are habits which are learned from experience, and are gained through imitation. They express the qualities of character that schools should seek to develop in their pupils. - The following virtues will be explicitly explored and promoted: faith, hope, love, wisdom (prudence), justice, fortitude and temperance.

## Our Mission and aim of RHE

At Our Lady of Lourdes, we are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) and we believe that RHE is an integral part of this education. Furthermore, we will 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 relationship and health education, which is compatible with their physical, cognitive, psychological and spiritual maturity, rooted in a Catholic vision of education and the human person.

### **Objectives**

To develop the following attitudes and virtues:

- 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;
- 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 and how love plays an essential and sacred role in procreation;

### **Inclusion**

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.

### Curriculum

The CES have produced a Primary Model Curriculum which has been recognised as a work of good practice by the Department of Education. It is structured around three Core themes

#### 1: Created and Loved by God - This theme focuses on the individual

As Christians, we know that we should love ourselves because we are made in the image and likeness of God. This theme helps children to understand the importance and necessity of valuing oneself in forming good personal relationships.

#### 2: Created to Love Others

This explores the individual's relationship with others. God is love and we are created out of love and for love. This theme helps pupils learn about God's command to love, and understand that love is the basis of all Christian morality. The focus here is on developing relationships with other people, through the virtues of forgiveness, honesty, care and respect. These are highlighted in the context of building and maintaining friendships and family relationships

#### 3: Created to Live in Community

This explores the individual's relationship with the wider world. We all live within a community and we are social beings. Pupils will learn through this theme that, in their exchanges with others, through dialogue and mutual service, they can work for the Kingdom of God, for the good of individuals and of society. This section includes the virtues of justice, fairness and self-giving. Pupils will be encouraged to become active in their community and to recognise and speak out about injustices they see locally, nationally and globally.

Within each theme there are the **Strands** of:

- Education in Virtue
- Religious Understanding
- PHE Content

To enhance the teaching of RHE, Our Lady of Lourdes is following the model curriculum set out by the Catholic Education Service as well using resource materials created by Ten Ten - 'Life to the Full' - which is aligned to this curriculum.

'Life to the Full' is a fully resourced Scheme of Work in Relationships and Health Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest

identity is as a child of God - created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

RHE focuses on teaching the fundamental building blocks and characteristics of positive relationships including :-Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **EYFS**

Pupils should be taught:

#### Self-confidence and self-awareness:

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

#### Managing feelings and behaviour:

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

#### Making relationships:

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### **KS1**

Pupils should be taught:

- that humans move feed, grow, use their senses and reproduce
- that humans grow from babies into children and then into adults
- to recognise the physical similarities and differences between themselves and other pupils
- to understand about personal safety, hygiene and appropriate behaviour
- to appreciate ways in which people learn to live together
- to recognise that there are different types of family structure, and to be able to describe their role within the family
- to understand the importance of valuing oneself and others
- to begin to recognise the range of human emotions and ways to deal with these

### **KS2**

Pupils should be able to:

- Value themselves as a child of God
- know that there are life processes common to all animals
- know the main stages of the human life cycle

- understand the human reproductive system, as required by the National Curriculum Science Order
- know about and have some understanding of the physical, emotional and social changes that take place in puberty
- understand how changes in puberty affect the body in relation to hygiene
- recognise some of the skills required for parenting
- know that there are different patterns of friendship
- appreciate that within any environment there are people with different attitudes, beliefs and values and that these influence people's relationships

### **Sex Education**

Sex Education is not mandatory at Primary School. The Science Curriculum, at the Foundation Stage, Key Stage 1 and Key Stage 2, is statutory, however, and covers the following areas:

#### **Statutory Science Curriculum**

##### *FOUNDATION & KEY STAGE 1 (age 5-7)*

- That humans move, feed, grow, use their senses and reproduce
- To name the main external parts of the body
- That humans grow from babies into children and then into adults, and that adults can produce babies
- To recognise similarities and differences between themselves and other pupils

##### *KEY STAGE 2 (age 7-11)*

- That life processes common to humans and all animals include nutrition, growth and reproduction
- The main stages of the human life cycle.

#### **Right to withdraw:**

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. The school will provide support by providing material for parents to help the children with their learning. Please note that at this time, all the planned curriculum for RHE at Our Lady of Lourdes is statutory

#### **Assessment**

Each 'Life to the Full' unit of work has an assessment activity associated with it; this will enable us to track progress of learning across each unit. The assessment activities consider the Learning Objectives of each session, they are carried out at the beginning and end of each session to show the impact of the teaching and learning.

#### **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. It is our aim to work in partnership with parents and carers; the teaching in school will complement and not replace, the primary role of parents.

Therefore, the school will support parents and carers by providing material to be shared

with their children at home to help parents/carers to find out more. 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.

Parents will be consulted before this policy is ratified by the governors. They will also be consulted during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHE programme to meet their child's needs.

The Relationships Education and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all Primary Schools.

### **Responsibility for teaching the programme**

Responsibility for the specific relationships and health education programme lays with the Head and Deputy Headteacher/RE leader as well as those responsible for Science, Computing and Physical Education.

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 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 'Protocols for Visitors to Catholic 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.

### **Other Roles and Responsibilities for the RHE Curriculum**

#### **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., SEN, 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.

#### **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.



**Deputy Headteacher/RE Leader:**

Together, with the head teacher, they have 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:**

All teaching staff 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, monitor progress and respond appropriately to the needs of individuals.

**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.

**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 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 and 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 must 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, headteacher.