



## Relationships and Health Education Policy

### 1. Introduction

Relationships and Health Education should be a part of a learning process shared between families and school, fully integrated into the curriculum and not isolated, taken out of context or over emphasised. We encourage exploration of Christian values and moral issues giving consideration to the child's sexuality and relationships.

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”. Relationships Education is more than the traditional aims of biological facts and health education. It is an opportunity to encourage development of the whole person leading to an understanding of God's Gift of Life: 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 St Mary and St Benedict Catholic Primary School 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. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion. We want our children to grow to be: **compassionate** towards others, and **loving** by their just actions and forgiving words; **grateful** for their own gifts and the gifts of other people, and **generous** with their gifts, now and in the future; **intentional** in the way they live, and **prophetic** in the example they set for others.

### 2. Defining Relationship and Health Education

- i) 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.
- ii) This includes the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

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

Formed in the image and likeness of their Creator, all human beings have within them the potential for life in all of its beauty and fullness, that longing for integrity and wholeness finds its aspiration and its fulfilment in the person of Jesus Christ. Relationships and Health

Education offer an excellent opportunity to express our fundamental belief that all aspects of life have the capacity to lead us to God.

- i) Children are now reaching puberty at an earlier age than ever before and have already some sexual knowledge. Therefore they have a right to be made aware of the correct facts about the changes taking place.
- ii) Whilst some parents are comfortable talking with their children about body changes, many admit that they are not. The school should take responsibility for providing information and liaising with parents to form a partnership.
- iii) Early Health Education within the school which concentrates on looking at the subject within the Christian Ethos can help counteract some of the more ambiguous Media led messages.
- v) Health Education is required by the National Curriculum. Some elements within the Science core are mandatory.

#### 4. Aims

Our Mission Statement 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.

- I) To discover 'where children are' in their understanding of sexual matters.
- ii) To liaise with parents and help them develop their own skills as educators. "The church has always recognised that it is the privilege and responsibility of the family to inform and educate their children in all matters pertaining to human growth and development ... (but) due to the difficulties which such education encounters, calls on the school ... to collaborate with the 'family'"
- iii) To operate an atmosphere of trust.
- iv) To stress the value of 'family life' whilst recognising the diversity of households.
- v) To counteract myths and confusions.
- vi) To elucidate the nature of human development in increasing detail, and encourage communication skills about these.
- vii) To help children understand that they have rights and responsibilities.
- viii) To develop and practice strategies for self-protection in order to help safeguard our children.
- ix) To provide information about forthcoming pubertal changes (physical, emotional and social).
- x) To foster respect for others' beliefs, feelings and need.
- xi) To develop relationship skills.
- xii) To increase confidence and self-esteem.
- xiii) To teach Relationships Education in the context of Church teaching about love, life, growth and the family.

#### 5. 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

## 6. Planning

Schemes of Work are produced annually in all phases. There are various resources available, all based on teaching the children from the point of their knowledge. Within school we will use the following resources: Ten:ten's Life to the Full across school from Years R-6, supplemented with a Channel 4 Schools video 'Growing Up' concerning puberty for Year 6. The Head Teacher 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.

## 7. Equal Opportunities

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

- Sex Education should offer pupils the opportunity to explore attitudes relating to gender roles and stereotyping and combat assumptions on gender issues.
- Sex Education should offer pupils the opportunity to explore attitudes within their own generation and others in order to combat stereotyping.
- Sexual harassment and innuendo should not be ignored and should never be accepted as 'teasing'. Support should be given to victims in this situation. Perpetrators should be made to realise their behaviour is unacceptable.
- For religious or personal matters children may be embarrassed to discuss or to change in front of others. This should be taken into consideration within the school.
- Sensitive and appropriate grouping within sex education should be involved. It may be appropriate to have both single sex and mixed groups for pupils. Parents will be informed about the content of lessons, and have the opportunity to preview materials.

*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, nationality ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.*

Policy discussed at the Governing Body Meeting on 5.11.2020

Approved by the Governing Body on \_\_\_\_\_ Signed: \_\_\_\_\_

*Reviewed every two years or as new guidance is available.*



