



## Policy for Relationships Education

Policy to be reviewed every two years.

Next review: September 2026



Policy for Relationships Education

*Learning together, loving God, becoming the best I can.*

This policy is where the Governors, teachers, in partnership with pupils and parents, set out their intentions about Relationship and Sex Education (RHE). We set out our rationale for and our approach to relationships and sex education in our school. Small focus groups with school council have taken place,

along with questionnaires and online access including curriculum content has been provided to parents. Parents have fed back about any concerns to staff including the SLT. The content of the RHE curriculum has been reviewed in staff meetings and this curriculum has also been shared with all Governors.

### Implementation and Review of Policy

Implementation of the policy took place after consultation with the Governors, in the Summer Term of 2019. This policy will be reviewed every year by the Head Teacher, RHE co-ordinator, the Governing Body and Staff. The next review date is September 2026. The scheme which will be used will also be reviewed and updated by the CES and Ten:Ten, yearly.

The RHE framework will be delivered using the scheme of work implemented by the company Ten:Ten under the guidance of the CES and with full agreement from the Birmingham Diocese.

At St Peter's, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools have the option to decide whether pupils are taught sex education. At St Peter's, through consultation with parents, we have decided to not teach sex education past what is required within the Science Programme of Study.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils.

### Dissemination

The policy will be given to all members of the Governing Body and all teaching and non-teaching members of the staff. Copies of the document will be available to parents and will be referred to in the school prospectus. A copy is available in the school office. Details of the RHE curriculum will also be Defining Relationship and Health Education

'God created man in His own image, in the image of God He created him; male and female He created them. And God blessed them.' (Gen 1:27-28a)

Defining Relationship and Sex Education (RHE) 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. The DfE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding."

### Statutory Curriculum Requirements

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". 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 adults." This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online

relationships and being safe. 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 a 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 (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.

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 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.

## Aim Of RHE And The Mission Statement

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. Furthermore, our school aims state that 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 and prudent sexual 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 of RHE

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;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

### Outcomes Inclusion And Differentiated 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.

### 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, health, 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 and sex curriculum.

### Programme and Resources

Our programme will cover:

- Virtues by which Catholic's should live by
- Religious understanding of the human person: loving myself
- Me, my body and my health
- Emotional well-being and attitudes
- Life Cycles
- Religious understanding of human relationships: loving others
- Personal Relationships

- Keeping safe and people who can help me
- Religious understanding of the importance of human communities • Living in the wider world

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

St Peter's will be using the Ten:Ten programme to deliver the RHE curriculum. Parents have full access to an online portal where they can view the lesson content and resources.

#### Assessment Of RHE

Children will be assessed within the Ten:Ten units taught, using the format provided by the programme. This usually consists of a worksheet at the start of the unit to identify children's knowledge and the task is repeated at the end of the unit, to measure progress in children's knowledge and understanding.

#### 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. Parents and carers will be informed by letter when the more sensitive aspects of RHE will be covered.

Parents will be able to view the resources used by the school in the RHE 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. Year 5 and Year 6 parents/carers will be informed by letter when the sessions on puberty will be taught, in order that they can be prepared to talk and answer questions about their children's learning.

**As we are not teaching Sex Education, children will be expected to participate in all lessons. Should parents have concerns, 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. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.**

## 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 Programme

Responsibility for the specific relationships and health education programme lays with Mrs K Hinton.

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 particularly between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

## 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. Health professionals should follow the school's policies. They will ensure that all teaching is rooted in Catholic principles and practice.

## Other Roles And Responsibilities Regarding RHE

### 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.

### PSHE/RHE Co-ordinator

The co-ordinator with the head teacher 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 programme. 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 Areas

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, Anti-Bullying policy, Safeguarding Policy, KCSIE etc)

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 and resources 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 school's 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.

### 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 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 and sex, 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 RHE Co-ordinator 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 use of the Ten:Ten programme will be evaluated bi-annually. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.