



## St. Monica's Catholic Primary School

### Personal, Social, Relationships and Health Education Policy

Status	RHE is statutory
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#### 1. Mission and Rationale

This policy covers our school's approach to Relationships and Health Education, which is statutory and *Personal, Social, and Economic education which together are taught as one subject*. As a Catholic School, we aim to encourage strong links with home, church and the wider community, while providing the best educational experience for all of our pupils. Our Mission statement commits us to promote inclusion, teamwork, personal fulfilment and happiness. This policy is a statement of how the school will endeavour to do this. It was produced by the PSRHE coordinator through consultation with staff, children and governors. The policy will be available to parents and carers through our school website.

#### 2. Defining Relationships and Sex Education

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". 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.

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 and 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.

#### 3. Statutory and Broader Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. In Primary Schools there is no requirement to teach the Sex Education sections and St. Monica's has chosen not to teach those areas but only the statutory Relationships and Health Education areas.

Further underpinning our inclusion of RHE is 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 St. Monica's the RHE objectives are taught as part of the PSRHE subject area which also covers economic wellbeing, careers, and enterprise education as well as education for personal safety, including assessing and managing risk.

#### 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. 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 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.
- The broader Personal, Social and Economics objectives develop the qualities and attributes pupils need to thrive as individuals, family members and members of society. Our programme of study identifies the key concepts and skills that underpin these areas enabling our children to:
  - promote the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;
  - encourage the aptitude to be enterprising, to make effective transitions and career choices and to achieve economic wellbeing and
  - prepare to play an active part as citizens.

#### 5. 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;
- 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;

## **6. Implementation**

### **6.1 Inclusion and Differentiated Learning**

We will ensure PSRHE 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.

### **6.2 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.

### **6.3 Broad Content of PSRHE**

- The RHE part of the Curriculum is taught using the 'Life to the Full' scheme which uses a spiral curriculum to cover the following three modules:
  - Module 1 Created and Loved by God
  - Module 2 Created to Love Others
  - Module 3 Created to Live in Community
- The Personal, Social and Economic part of the curriculum economic wellbeing, careers, and enterprise education as well as education for personal safety, including assessing and managing risk.

### **6.4 Teaching strategies will include:**

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

### **6.5 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 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 were consulted before the scheme and policy were ratified by the governors. They are able to view the resources used by the school in the RHE programme.

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 headteacher. As the school is not teaching any elements of Sex Education beyond these statutory science objectives, this right would not need to be used.

## **6.6 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.

## **7. Roles and Responsibilities**

- The main responsibility for teaching the PSRHE programme lies with class teachers. 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.
- 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 'Checklist for External Speakers to 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.
- Governors will
  - draw up the RSE 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.
- 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.
- The PSRHE 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.

## **8. Relationship to other Policies and Curriculum Subjects**

At St. Monica's the RHE objectives are delivered as part of the PSHE framework. This policy should be read in conjunction with other policy documents for example, Bullying policy, Safeguarding Policy and Equality.

## **9. Safeguarding Issues**

### **9.1 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.

There may 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.

### **9.2 Supporting Children who are at Risk**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to a 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.

### **9.3 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 circumstances 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

## **10. Monitoring and Evaluation**

The PSRHE Co-ordinator will monitor using lesson visits, pupil voice lessons and book scrutiny. The Policy will be monitored according to the schedule every 3 years or more often should significant changes be proposed.