



Relationships and Health Education Policy

Foreword

Protected characteristics:

These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

At The Divine Mercy RC we believe that every child has the right to equality of outcome and to achieve their full potential. In order to achieve equity we embrace the principles of fairness, social justice, inclusion, global citizenship and community cohesion.

The Divine Mercy RC Primary School is a happy, safe and welcoming environment where everyone is valued. Our Catholic faith is central to moral development, mutual respect and an appreciation for the cultural diversity within our community. It is our intention to provide opportunities for every child to succeed and to strive towards excellence in everything they do.

We are a family, our strength is in our love and respect for one another.

1. School Background

The Divine Mercy is a Catholic school with a strong Catholic ethos based on the teachings of the Gospel and love and respect for all.

2. Ethos and Values

At the Divine Mercy, the RHE curriculum will reflect the values of our school SMSC programme and will be in line with Catholic moral teaching which underpins our ethos as a Catholic school, and will be taught in the context of relationships. In addition, RHE will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. Every pupil should receive their full entitlement to RHE regardless of their gender, race, ethnicity or faith.

At the Divine Mercy, we aim to provide a holistic education for all children, regardless of ethnicity, language, faith or gender.

We aim to support children in their emotional, cultural and social, as well as academic development.

3. Definition

According to the RHE Education Guidance (Salford Diocese), RHE is "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care".

4. Aim and Objectives

Aim:

- Contributing to the foundation of PSHE, the school's RHE programme aims to 'inform children and young people about relationships, emotions, self-esteem and personal safety' and should 'enable them to develop personal and social skills and a positive attitude to growing up'.

Objectives:

The school's RHE programme will:

- Provide information which is relevant and appropriate to the age and maturity of the pupils
- Include the on-going development of communication and social skills
- Encourage the exploration and clarification of values and the development of positive attitudes.
- Uphold our values as a Catholic School
- Support children in developing positive self esteem
- Act as an effective vehicle for promoting respect for self and others

5. Policy, Leadership and Management

Governors, in consultation with the head teacher, have a statutory responsibility for RHE in their school. Governing bodies, together with the PSHE Leader, are expected to involve parents, pupils, staff, health professionals and other agencies to ensure that the school's RHE programme addresses the needs of the community, education, health priorities and the needs of the pupils themselves.

6. Implementation

a) Curriculum

The minimum statutory requirement for RHE is that schools must deliver the National Curriculum for Science to all children within school. Divine Mercy RCPS is following the TenTen Programme for RHE, Life to the Full:

Programme Structure

In Life to the Full, we will be following a four-stage structure which is repeated across four different learning stages:

- ☐ EYFS is aimed at Nursery and Reception years
- ☐ 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 which are based on the Model Catholic RSE Curriculum:

- ☐ 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

Units

Religious Understanding

Me, My Body, My Health

Emotional Well-Being

Life Cycles

Module 2 Created to Love Others

Units

Religious Understanding

Personal Relationship

Keeping Safe

Module 3 Created to Live in Community

Units

Religious Understanding

Living in the Wider World

b) Dealing with difficult questions

All teachers will have had training on working within this policy. This training covers determining what is an age inappropriate question, as a basic guide, an age inappropriate question is one where the answer is not found within the RSE curriculum for the year which the child is in.

The training also covers answering questions from children, the majority of which will fall into one of the three following headings:

1. 'Silly questions' Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate
2. 'Concerning questions' these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
3. 'Genuine questions'. The child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

Within school, clear parameters of what is appropriate and inappropriate to answer as a question should be established with the RHE Policy.

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- If a teacher doesn't know the answer this should be acknowledged.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, learning mentor.

c) Dealing with difficult topics

Relationships and Sex Education can sometimes raise difficult areas for some schools, therefore the school needs to consider its approach and provide guidance to teaching staff to enable them to respond appropriately to questions raised by pupils. Examples of such issues will be discussed in staff training sessions. CARITAS can help support school staff to consider how mental health and wellbeing can be integrated within the PHSE curriculum, and also support with planning and delivery of PHSE (via whole class work with teachers).

d) Use of Visitors

The teachers teach the RSE curriculum content of the lessons and support the pupils using 'Growing and Changing Together' materials.

e) Working with Parents

In order to engage the whole school community with our RSE curriculum, we will hold a consultation for all parents. This session will cover the content of the curriculum.

f) Dealing with the Media

In dealing with the media, in the first instance members of the school community should refer enquiries from the press to the Headteacher. The Headteacher may at their discretion, contact Manchester City Council press office (0161 234 3729). Advice will also be sought from The Diocese of Salford.

7. Monitoring, Assessing and Reviewing

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. The school will therefore implement its existing systems to ensure this takes place and amend policies and processes in light of reviews and evaluations. The whole school community will be consulted and given the opportunity to review and assess the policy, this includes pupils, parents, staff and other staff members i.e. mentors.

8. Relationship with other policies

a) SMSC

We use Collective Worship to embed Christian and British Values. We see the development of pupil's social, emotional and behavioural skills as integral to good learning and teaching. It is also integral to making classrooms orderly places for learning. This means teaching all pupils from the beginning of education to manage strong feelings, resolve conflict effectively and fairly, solve problems, work and play cooperatively, and be respectful, calm, optimistic and resilient and to reflect on the teachings of Jesus as a model of Christian living.

The CARITAS counselling service is one such resource that supports children on their journey through life. CARITAS counsellor is working in school to improve the confidence and wellbeing of children.

All pupils can find help with friendship issues and other worries by talking to members of staff.

THRIVE practitioners also offer regular timetabled support, one-to-one and in groups, for children who will benefit most. This is especially useful at times when children may feel particularly sad, confused, fearful or angry, to help them to find new ways of coping with difficulties.

Relationships and Sex Education sits within of the SMSC / RE curriculum and as such should be planned, delivered, coordinated, assessed and monitored in line with the school's policies.

b) Anti-bullying

This policy will be linked to the school's broader policy on anti-bullying.

c) Safeguarding

If any disclosure occurs during a RSE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection.

d) Confidentiality

Children have rights under the Children's Act 2004, Equality Act 2010 and The Children's and Families Act 2014 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

9. Breaches of the Policy

All staff are under a contractual obligation to uphold the policy as with all other school policies.

10. Date and Review of the Sex and Relationship Education Policy

The governors agreed this policy in September 2023 and it will be reviewed bi-annually in partnership with staff, parents / carers and students unless there are changes in National or Local Guidance.

Equalities Statement:

The Divine Mercy RC Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at The Divine Mercy RC Primary school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.