



## St Anthony's Catholic Primary School

*"Working, learning and caring together in God's love"*

### Relationship & Health Education Policy

"We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness"  
(1 Cor. 12:29)

In this policy the governors and staff, in partnership with parents and families, will set out the intentions about Relationship Education and the rationale for teaching it to pupils. It is available on the school's website.

In order to formulate the policy, the school will:

- Consult with the diocese, paying heed to the teachings of the catholic church
- Consult DfE guidance (2020)
- Consult with governors
- Consult with parents
- Review the curriculum with staff and pupils

If you have any questions or comments please contact the Head Teacher on 020 8778 7681 or email at [admin@st-anthonys.bromley.sch.uk](mailto:admin@st-anthonys.bromley.sch.uk)

#### Rationale

*'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn. 10. 10)*

Our mission statement recognises that we work, learn and care for each other under the protection and guidance of God's love. At the heart of this is relationship with God, relationship with self and relationship with others. The DfE guidance (July 2020) states that today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. As a primary school, we must provide relationship education to all pupils as per Section 34 of the Children and Social Work Act of 20217. This makes Relationship Education in primary schools statutory for all pupils.

In primary schools, the DfE states that the focus of Relationship Education should be on teaching fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are that can support them. This will sit alongside the essential understanding of how to be healthy and safe. Following guidance from the teaching document "Learning to Love" the Bishops state that the content of Relationship Education must express the teaching of the church and should be delivered to suit the age of the children to whom it is addressed.

This policy recognised the legislative duty of the Governing Body to ensure that Relationship Education is taught in school but also that it must be taught within the context of the Catholic faith and the Gospel values.

## Introduction

In a Catholic school, any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of our neighbour that we reciprocate God's love for humanity. As the term 'Relationship Education' indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families. Not forgetting the relationship with God and with self.

We are involved in Relationship 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 Relationship Education is therefore rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals. All Relationship Education 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 the fundamental right to have their life respected whatever their home circumstances.

## Aims

At St Anthony's we are committed to providing a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of all pupils and we believe Relationship Education is an integral part of this education. Relationship Education at our school aims to enable children to embrace "the challenges of creating a happy and successful adult life" by ensuring pupils have the knowledge and skills to make informed decisions about their wellbeing, health and relationships. As Primary Schools do not have a statutory duty to teach sex education we do not intend to cover any topics other than those covered in the statutory science curriculum. We will review this policy on an annual basis.

## Objectives

The school's Relationship Education programme will:

- Acknowledge, respect and value the moral teaching of the Catholic Church
- Provide information which is relevant and appropriate to the age and maturity of the pupils
- Develop resilience, to know how and when to ask for help, and to know where to access support
- Develop personal attributes including kindness, integrity, generosity and honesty
- Provide children and young people with information about what constitutes positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults
- Address on line safety and appropriate behaviour that is relevant to pupils' lives
- Ensure children know how to report concerns and seek advice when they suspect or know something is wrong
- Promote good health and understanding of physical development, respecting and reverencing the wonder of the body

## Teaching and Learning

Relationship Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and People Who Care About Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

There will be no formal assessment of RHE; however, formative assessment will inform teachers' next steps for support and challenge.

For more information about our Relationship Education, see Appendices 1 and 2

Our programme of study is delivered cross-curricular links mainly is RE, PSHE (SEAL), Computing and Science. Resources are also used from the Catholic TenTen Programme, "Life to the Full".

Relationship Education is delivered predominately by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single gender groups. The delivery of lessons is designed to give all pupils a chance to explore and investigate the subject in a safe and supportive way across the curriculum. We aim to provide an environment where children have the confidence and trust to ensure that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

A wide variety of teaching and learning approaches will be used to encourage pupils to reflect on their own learning and values by discussing their opinions and beliefs as this not only builds mutual respect and understanding of others, but also reinforces important skills and qualities such as compromise, listening and co-operation.

### Life to the Full Programme

"Life to the Full" is a Catholic RSE curriculum. Its structure is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service which was highlighted as a work of good practice by the Department for Education. "Life to the Full" is a fully resourced scheme of work in Relationship Education for primary schools which embraces and fulfils the new statutory curriculum. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God- created and chosen and loved by God. "Life to the Full" is intended to be a partnership between home, school and parish. The programme is intended to fit in with and support those partnerships.

"Life to the Full" is developed through four different learning stages of EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Within each learning stage there are three modules which are based on the Model Catholic RSE Curriculum. Each Module is broken down into Units of Work:

- Module 1- Created and loved by God
- Module 2- Created to Love Others
- Module 3- Created to live in the Community

### Working With Parents

Parents are the primary educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. The school will work closely with parents to complement and reinforce this role. We will support parents by providing material to be shared with their children at home. There is an on-line parent portal for the TenTen resources which parents can view. Parents do not have the right to withdraw their children from Relationship Education, however they do have the right to request that their child be withdrawn from any sex education delivered in primary schools, other than what is part of the science curriculum (DfE Parent Guidance on Relationship and Health Education). Should parents wish to withdraw their child they are asked to notify the school by contacting the Head Teacher before giving notice of withdrawal. We believe the controlled environment of the classroom is the safest place for this curriculum to be followed.

## Delivery of Relationship Education

As advocated by the DfE, Relationship and Health Education will be embedded in the school curriculum through the cross curricular links of RE, Science, Computing, PE and PSHE as they already support the nurturing of human wholeness with regard to the physical, spiritual, emotional, moral, social and intellectual development of pupils.

Whilst promoting Christian values and virtues and teaching in accordance with the teaching of the Catholic Church, we will ensure that pupils are offered a balanced programme by providing a curriculum that offers a range of viewpoints on issues. Pupils will also receive clear and accurate scientific information as well as covering the aspects of the law pertaining to Relationship Education. Knowing about facts and enabling young people to explore different viewpoints is not the same as promoting behaviours and is not incompatible with our school's promotion of Catholic teaching.

At St Anthony's, we make children aware that there are many different types of loving relationships. This will include discussions about homosexuality and transgender characteristics (with Upper Key Stage 2 pupils) in an age-appropriate way. We also have resources for younger children which depict same sex relationships. This does not in any way retract from the sanctity of marriage between heterosexual partners but ensures that our pupils respect all of the protected characteristics outlined in the Equality Act of 2010 and also in accordance with the teachings of the Catholic Church.

Pupils with SEND and/or additional needs will be supported by the use of adapted resources and adult intervention. Tasks and questions will be broken down for them to ensure understanding and to minimise the risk of misunderstanding.

## Responsibility for Teaching the Programme

**Governors:** Governors, in consultation with the Head Teacher, have a statutory responsibility for Relationship Education in their school. They ensure that:

- There is an up to date Relationship Education Policy that is available for parents to read and that the policy is consistent with other relevant whole school policies.
- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Foundation Governors are appointed by the Archbishop to promote and safeguard the Catholic character of the school. They have a particular responsibility to ensure that this policy, the Relationship and Health Education Curriculum and all resources are informed by and are in harmony with the teachings of the Catholic Church. They must ensure that provision complies with Diocesan policy.

**Head Teacher:** It is the Head Teacher's responsibility for ensuring that Relationship Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of Relationship Education.

**The PSHE/RE Subject Leader:** The subject leader with the Head Teacher ensures that the planned Relationship Education Programme is delivered effectively. They have a 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 Relationship Education and the provision of in-service training.

**All Staff:** Relationship Education is a whole school task. 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 wellbeing of their pupils. Teachers will be expected to teach Relationship Education in accordance with the Catholic/Christian ethos of the school and current legislation. As well as delivering the curriculum staff will also be role-models for pupils of good, healthy, wholesome relationships between staff, other adults and pupils.

### Policies

This policy should be read in conjunction with:

- Keeping Children Safe in Education 2022
- Equal Opportunity Policy
- Safeguarding Policy
- Behaviour Policy
- SEND Code of Practice
- Anti-Bullying Policy

### Monitoring and Evaluation

The subject leader will monitor the planning and teaching and will deliver training and share information during staff meetings. Pupils' development in Relationship Education is monitored by class teachers as part of our internal assessment. By monitoring and evaluating this policy we aim to ensure that the Relationship Education experienced within the school is a relevant, meaningful and positive contribution to the religious, spiritual and moral development of all members of the school community. This policy will be updated in line with any new developments in the school and/or any new government guidelines. Staff and parents will be consulted about any updates.

Date approved: September 2022

Signed:

This policy will be reviewed on: September 2024

**Appendix 1: “Life to the Full” Programme Overview**

EYFS	Autumn	Spring	Summer
	I Am Me Heads, Shoulders, Knees and Toes I Like, You Like, We All Like Ready Teddy?	Who’s Who? You’ve Got a Friend in Me Good Feelings, Bad Feelings Me, You and Us Let’s Get Real Forever Friends	Feeling Poorly People Who Help Us Safe Inside and Out My Body, My Rules Growing Up Loving God, Loving Others
Year 1	God Loves You Who is My Neighbour?	Special People Treat Others Well Say Sorry	Being Safe Can You Help Me? Good Secrets and Bad Secrets Physical Contact
Year 2	I Am Unique Clean & Healthy Let the Children Come to Me The Communities We Live In	Feelings, Likes and Dislikes Feelings Inside Out Super Suzie Gets Angry	The Cycle of Life Harmful Substances Three in One Girls & Boys- correct names for genitalia
Year 3	Get Up Jesus My Friend Family Friends and Others When Things Feel Bad	Sharing Online Chatting Online	First Aid Heroes Safe In My Body- Physical Contact A Community of Love
Year 4	We Don’t Have To Be The Same How do I love Others? Respecting Our Bodies	What Am I Feeling? What Am I Looking At?- social media, stereotypes	I Am Thankful Drugs, Alcohol and Tobacco What is the Church?
Year 5	Under Pressure Is God Calling You? Do You Want a Piece of Cake?- Peer Pressure and consent	What is Puberty? Changing Bodies Life Cycles Self-Talk Reaching Out	Sharing isn’t Always Caring Calming the Storm Sharing Online Chatting Online Physical Contact-Abuse
Year 6	Gifts and Talents Impacted Lifestyles Making Good Choices Spots and Sleep	Body Image Peculiar Feelings Falling In Love Seeing Stuff Online	Giving Assistance Boys’ Bodies Girls’ Bodies Making Babies (optional) Menstruation Equality and Respect for All

## Appendix 2: By the end of Primary School Pupils Should Know

### DfE Guidelines for Relationship Education 2020

Topic	Pupils Should Know
Families and People Who Care About Me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring Friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>
Respectful Relationships	<ul style="list-style-type: none"><li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The conventions of courtesy and manners</li><li>• The importance of self-respect and how this links to their own happiness</li><li>• That in school or in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li><li>• What a stereotype is and how stereotypes can be unfair, negative or destructive</li><li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>

<p>Online Relationships</p>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
<p>Being Safe</p>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school</li> </ul>
<p>Mental Wellbeing</p>	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>



Physical Health & Fitness	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy Eating	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health & Prevention	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination</li> </ul>
Basic First Aid	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing Adolescent Body	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>