St Monica's Catholic Primary School's Relationships and Health Education Policy

Philosophy

Every child is a unique gift from God, with his or her own unique gifts.

"At St. Monica's, we strive to ensure that all children are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

"Our school aims to be a living community of work and prayer."

We believe in supporting all staff, teaching and non-teaching, in meeting their individual needs and developing the staff as a team.

Approved by Governors:

This policy will be reviewed every 2 years or in line with any changes in legislation.

Introduction:

In this policy the Governors and teachers, in partnership with pupils and parents, set out their intentions about Relationships and Health Education. We set out our rationale for and approach to relationships and health education in the school.

Context:

Catholic Schools are required to deliver Relationships and Health Education in accordance with the teaching of the Church. Relationships and Health Education is part of the mission of Catholic schools to educate the whole person. At St Monica's, Relationships and Health Education is taught as part of a holistic education which seeks to form as well as inform young people in preparation for adult life.

Relationship Education is statutory for all primary schools. The Journey in Love programme, endorsed by our Archdiocese, 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 of Education. Therefore, we have confidence that the programme will be fit for purpose in supporting the personal growth and development of our children in St Monica's Catholic Primary School.

The Catholic Education Service have approved the Catholic Relationships and Sex Education curriculum that we have adopted across our primary school. This curriculum is also in line with the guidance issued by the Department for Education.

Additional guidance can be found here:

http://www.catholiceducation.org.uk/schools/relationship-sex-education

https://www.gov.uk/government/publications/relationships-education-rse-and-pshe

Dissemination:

The Relationships and Health Education Policy is shared with Governors and all teaching and non-teaching staff. A copy of the document is available in the school office and available on the school website. Details of the content of the Relationships and Health Education curriculum will also be published on the school's website.

What is Relationships and Health Education?

Relationships and Health Education is lifelong learning about physical, moral, social and emotional development.

Aims:

Within a Catholic Context and in partnership with parents, we ensure that Relationships and Health Education:

- Is faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Provides a positive view of human sexuality and the dignity of the human person;

- Equips young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explores and promotes virtues which are essential to promoting respect and dignity;
- Is delivered in an age appropriate way which reflects the development of the child;
- Is delivered as part of a cross-curricular programme;
- Is sensitive to the needs of the individual pupil and recognises the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- Is viewed by Governors and teachers as an integrated part of the broad and balanced curriculum that Catholic School's offer;
- Is delivered by competent professionals who understands the Church's teaching.

The Relationship Education Aims:

In accordance to with the DfE guidelines, by the end of Primary School all children should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- 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.
- that others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care
- 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.
- that marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong
- how to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and down, 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.
- how to recognize 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, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and 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.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

At St Monica's the Relationships and Health Education curriculum is covered using a range of different resources throughout the year, these include: The Come and See curriculum, the Science National Curriculum, The Computing National Curriculum, PSHE lesson planning, our Statements to live by, NSPCC resources and the CES approved programme 'A Journey in Love' which promotes the teaching of the Catholic Church.

The scheme 'A Journey in Love' is delivered in the first half of the Pentecost term across the school. Overall aims for the scheme are shared on the school website. The class teachers are responsible for the delivery of the scheme and the material is year group specific. External agencies and healthcare professionals may also have an input (for specific needs), although always in line with our school ethos and Church's teaching.

The Health Education Aims:

In accordance to with the DfE guidelines, by the end of Primary School all children should know:

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- 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).
- 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.

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- 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.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- 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).

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Pupils with Special Educational Needs and Disabilities (SEND)

Relationships and health Education will include all pupils including those with Special Educational Needs and Disabilities. Where appropriate teachers will differentiate lessons to meet the specific needs of identified children and will at all times consider the preparing for adulthood outcomes as set in the SEND code of practice.

Sex Education in St Monica's

Relationships and Health Education is compulsory for all primary school pupils but Sex education is not compulsory and parents have a right to withdraw children from any or all parts of the school's sex education programme which is taught outside of the compulsory Science National Curriculum in accordance with the Education Act 1996 and Learning and Skills Act 2000 gives. The school recognises that the overall responsibility for teaching children about Sex and Education lies with the parents but acknowledges that providing a well-planned programme of learning may allow specific subject matter to be discussed more easily.

All our work is in keeping with the teaching of the Catholic Church but it is understood that a small number of parents may wish to withdraw their children and they should inform the Head Teacher stating that they wish to do so. In Year 5 and Year 6, all parents will receive a letter from their child's class teacher, inviting them to a meeting to discuss the content of Sex Education and they will then be provided an opportunity to withdraw their child.

Members of staff conduct Sex education lessons in a sensitive manner and in confidence. However, if a child makes any disclosure which suggests they may be at risk or danger then safeguarding procedures will be put in place as a matter of child protection. (see the school's Child Protection Policy which is available on the school website)