



ST RAPHAEL'S RELATIONSHIP EDUCATION POLICY

This policy has the School's Mission Statement at the heart of all we do.

May God's love shine in our lives as we care and share and learn together.

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 the pupils. It is available for inspection on the school's website.

In order to formulate this policy, the school will:

- Consult with the Diocese, paying heed to the teachings of the Catholic Church;
- Consult DFE guidance (2019);
- Consult with Governors;
- Consult with parents;
- Review the curriculum with staff and pupils;

Rationale

Our Mission Statement at St Raphael's is to promote positive relationships and respect for self and others.

The DfE guidance (2019) 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 2017. This makes Relationship Education in primary schools statutory to all pupils from April 2021.

In primary schools, the DfE states 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.

Following the guidance from the teaching document "Learning to Love" the Bishops state 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 recognises 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 mankind. 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.

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 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.

Aims

At St Raphael'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 teaching pupils knowledge that will enable them to make informed decisions about their wellbeing, health and relationships.

Objectives

The school's Relationship Education scheme will:

- Acknowledge, respect and value the moral teachings 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 a positive understanding of what constitutes positive relationships, with particular reference to friendships, family relationships and relationships with other children and with 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.

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

Our programme of study is devised Ten: Ten's "Life to the Full." "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 of 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 partnership between home, school and parish. The programme is intended to fit in with and support those partnerships.

Life to the Full Programme

"Life to the Full" is developed through the 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 prime 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 the 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 online parent portal for the Ten Ten resources in which parents can view what their children will be studying at different stages of the programme. Parents do not have the right to withdraw their children from Relationship Education, however, they 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. 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 that 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 firmly embedded in the school curriculum through the cross curricular links of RE, science and PSHE as they are concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils.

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 a curriculum 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 Relationship Education. 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.

At St Raphael's, we make children aware that there are many different types of loving relationships. We discuss homosexuality and transgender characteristics in an age-appropriate way with Year 5 pupils and have resources for younger children that depict same sex relationships. This does not in any way detract 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 act in accordance with teachings of the Catholic Church. After consultation with parents, staff and the governing board, it has been decided that St Raphael's will not teach the optional element of Upper Key Stage 2 (year 6) Module 1, Unit 4 Life Cycles – Making Babies part 2.

Responsibility for Teaching the Programme

Governors: Governors, in consultation with the Head teacher, have a statutory responsibility for Relationship Education in their school. The Governing Body approves the Relationship Education Policy, and holds the Head Teacher to account for its implementation.

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 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 issue. 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. The responsibility for the delivery of the Relationship Education programme lies with the individual class teachers. Teachers will be expected to teach Relationship Education in accordance with the Catholic Ethos of the school. 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.

External Visitors: Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of Relationship Education. It is important that any external visitor is clear about their role and responsibility whilst they are in school. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'.

This policy should be read in conjunction with these other policies:

- PSHE Policy
- Science Policy
- Computing Policy
- Health Education Policy
- Equal Opportunities Policy
- Safeguarding Policy

Monitoring and Evaluation

The Subject Leader will monitor the planning, teaching and learning and will deliver training and share information during staff meetings on a regular basis. 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 guidance. The policy will next be reviewed in autumn 2021.

This statement of policy was approved by the Governing Body at their meeting on: -

Date: _____

Signed: _____ (Chairperson)

_____ (Head teacher)

Appendix 1: “Life to the Full” Programme Overview

<p>EYFS – Nursery</p>	<ul style="list-style-type: none"> • Handmade With Love (Autumn 2) • Role Model (Spring 1) • Who’s Who? (Spring 1) • You’ve Got a Friend in Me (Spring 1) • Forever Friends (Spring 1) • Safe Inside and Out (Spring 1) • My Body, my Rules (Spring 1) • Feeling Poorly (Spring 1) • People Who Help Us (Spring 1) • God is Love (Summer 1 or 2) • Loving God, Loving Others (Summer 1 or 2) • Me, You, Us (Summer 1 or 2)
<p>EYFS - Reception</p>	<ul style="list-style-type: none"> • Handmade With Love (Autumn 2) • I am Me (Spring 1) • Heads, Shoulders, Knees and Toes (Spring 1) • Ready Teddy? (Spring 1) • I Like You, You Like, We All Like! (Spring 2) • Good Feelings, Bad Feelings (Spring 2) • Let’s Get Real (Spring 2) • Growing Up (Summer 1) • God is Love (Summer 2) • Loving God, Loving Others (Summer 2) • Me, You, US (Summer 2)
<p>Year 1</p>	<ul style="list-style-type: none"> • Let the Children come (Autumn 2) • God loves you (Autumn 2) • Special People (Spring 1) • Treat others well, (Spring 1) •And Say Sorry (Spring 1) • Being Safe (Spring 2) • Good secrets and bad secrets (Spring 2) • Physical Contact (Spring 2) • Harmful Substances (Spring 2) • Can You Help Me? (Spring 2) • Three in One (Summer 1 or 2) • Who is My Neighbour? (Summer 1 or 2)

	<ul style="list-style-type: none"> • The Communities We Live in (Summer 1 or 2)
Year 2	<ul style="list-style-type: none"> • Let the Children come (Autumn 2) • I am unique (Spring 1) • Girls & boys - correct names for genitalia - Penis, Testicles, Vagina, Vulva (Spring 1) • Clean & Healthy (Spring 1) • Feelings, Likes and dislikes (Spring 2) • Feelings inside out (Spring 2) • Super Susie Gets Angry (Spring 2) • The Cycle of life (Summer 1) • Three in One (Summer 1 or 2) • Who is my Neighbour? (Summer 1 or 2) • The Communities we Live in (Summer 1 or 2)
Year 3	<ul style="list-style-type: none"> • Get Up! (Autumn 2) • The Sacraments (Autumn 2) • Jesus my friend (Autumn 2) • Friends, Family and Others (Spring 1) • When things feel bad (Spring 1) • Sharing online (Spring 2) • Chatting online (Spring 2) • Safe in my Body (Spring 2) • Drugs, Alcohol and Tobacco (Spring 2) • First Aid Heroes (Spring 2) • A Community of Love (Summer 1 or 2) • Where is Church (Summer 1 or 2) • How Do I Love Others? (Summer 1 or 2)
Year 4	<ul style="list-style-type: none"> • Get Up! (Autumn 1) • We Don't Have to be the Same (Spring 1) • Respecting our Bodies (Spring 1) • What is Puberty? (Spring 1) • Changing Bodies (Spring 1) • Boy/Girl Discussion Groups (Spring 1) • What am I Feeling? (Spring 2) • What am I Looking at? (Spring 2) • I am Thankful (Spring 2) • Life Cycles (Summer 1) • A Community of Love (Summer 2) • What is the Church? (Summer 2) • How Do I Love Others (Summer 2)

Year 5	<ul style="list-style-type: none"> • Calming the Storm (Autumn 1) • Is God Calling You? (Autumn 1) • Under Pressure (Spring 1) • Do you want a Piece of Cake? - (Spring 1) • Self-Talk (Spring 1) • Sharing Isn't Always Caring (Spring 2) • Cyberbullying (Spring 2) • Types of Abuse (Spring 2) • Impacted Lifestyles (Spring 2) • Making Good Choices (Spring 2) • Giving Assistance (Spring 2) • The Trinity (Summer 1 or 2) • Catholic Social Teaching (Summer 1 or 2) • Reaching Out (Summer 1 or 2)
Year 6	<ul style="list-style-type: none"> • Calming the Storm (Autumn 1) • Gifts and Talents (Spring 1 and 2) • Boys Bodies (Spring 1 and 2) • Girls Bodies (Spring 1 and 2) • Spots and Sleep (Spring 1 and 2) • Body image (Spring 1 and 2) • Funny Feelings (Spring 1 and 2) • Emotional Changes (Spring 1 and 2) • Seeing Stuff Online (Spring 1 and 2) • Making Babies (Part 1) (Spring 1 and 2) • Menstruation (Spring 1 and 2) • The Trinity (Summer 1 or 2) • Catholic Social Teaching (Summer 1 or 2) • Reaching Out (Summer 1 or 2)

Appendix 2: By the end of primary school pupils should know

DFE Guidelines for Relationship Education and Health Education 2019

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• 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 that 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 recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• 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 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• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

