



**ST THOMAS CATHOLIC ACADEMIES**  
**TRUST**

**St Louis School Relationships and Health**  
**Education Policy for Primary Schools**

To be read in conjunction with St Louis  
School PSHE Policy

**2022/23**

Date of Review: May 2022  
Date of Next Review: July 2023

## **Relationships and Health Education Policy**

### **Trust Mission**

Each of the schools in our Trust is a faith community built upon the Gospel values of love, compassion, mercy and trust.

We are proud of our work with our pupils and families and our mission statement - "The Glory of God is a human being fully alive!" - is the foundation on which our work is planned and delivered. At its heart is a recognition that each child, made in the image of Christ, must be supported to be the person God wants them to be – mind, body and spirit.

As a school we aim to:

- Recognise the unique gifts and talents that each of our pupils has been given by God, developing these to ensure that each individual reaches the very best of their potential
- Build on the links between school, church and parish, so that each pupil's faith journey is nurtured and developed as they move through the school
- Support each pupil to understand their responsibilities to others as members of a faith community, and, as a global citizen, to the world that God has created

### **Vision for Relationships and Health Education**

Within each of our primary schools, we are inspired by Jesus to be the very best we can be. We look after one another and show respect and love through our relationships with one another. This is about understanding how loving our neighbour enables us to be fulfilled too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and important part of God's creation. We are all children of God, called to grow in love for Him through the person of Jesus Christ and to spread the Good News through our thoughts, actions and words.

As Catholic educators we have a duty to prepare our pupils for the demands of modern life, and to ensure they have the appropriate knowledge and emotional skills to navigate the challenges that they will face as they grow and move from primary education into the next phase. Our moral duty is to develop and grow purposeful, confident, socially responsible young people who will become the adult role models of the future.

### **The RHE Policy**

This policy will be circulated to all members of the Academy Committee and all members of staff. A full copy of the policy is available on the school website, and paper copies can be provided to parents on request.

The Diocesan Director of Education/Director of RE will be sent a copy of the school's RHE policy and it is the duty of the Academy Committee to ensure that this is kept up to date.

### **Rationale and Definition of RHE**

Within each of our Catholic primary schools we use the term 'relationship and health education' as we believe growing a happy and fulfilled life is our aim for our pupils. The

defining belief of Christianity is that we are formed in the image of God, and that we have been endowed with an extraordinary human dignity and unique characteristics that make us all special and worthy of all the gifts that life can provide. To this end, our pupils need to understand their own human worth, and that of others. In line with the teachings of the Church on relationships, family life, marriage and sex, we promote an ethos of love, care and acceptance of others.

Catholic education teaches children about the dignity of human life, the importance of caring for others and for respecting oneself. In the 21<sup>st</sup> Century, keeping safe is a key priority for children, in relationships with friends and family, and online. Themes such as stages in the human life cycle, body changes, managing emotions, making choices, respecting others, recognising risky behaviours and accepting oneself are ways in which pupils are taught how to be physically and emotionally healthy at an age-appropriate level, and with the Gospel values firmly underpinning the teaching.

As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to “Love your neighbour as yourself” (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships in our schools is taught mainly through PSHE lessons and the Jigsaw scheme. This is in line with the DfE Guidance for RHE which states that “many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic” lessons. That is why it is important to read this policy in conjunction with the St Louis PSHE policy.

### **Inclusion**

Our primary schools ensure that the teaching of RHE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods may need to be adapted and specialist resources and training may need to be provided for those with particular needs. Children with special educational needs and disabilities are not at any point withdrawn from RHE because of lack of resources and training or to catch up in other subjects.

### **Cross-curricular**

Since a Catholic school is committed to the education of the whole person, teaching on relationships will be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RHE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each will be informed by the other. Each discipline will speak with consistency about the meaning of human love and the virtues that are enshrined in the Church’s teaching on human love.

### **Balanced**

Whilst promoting Catholic virtues, pupils are offered a broad and balanced RHE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools

### **Statutory Framework**

*Schools are required to comply with relevant requirements of the Equality Act 2010*

## **By the end of Primary School, children should know:**

### **Families and people who care for me**

Pupils should know:

- 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

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

### **Caring friendships**

Pupils should know:

- 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

## **Respectful relationships**

Pupils should know:

- 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**

Pupils should know:

- 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**

Pupils should know:

- 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, for example family, school or other sources

### **Mental Wellbeing**

Pupils should know:

- 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**

Pupils should know:

- 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**

Pupils should know:

- 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 healthy

### **Healthy eating**

Pupils should know:

- 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**

Pupils should know:

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

### **Health and prevention**

Pupils should know:

- 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**

Pupils should know:

- 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**

Pupils should know:

- 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

### **Resources**

A range of resources are used in planning the RHE curriculum.

- The main resource is the PSHE Jigsaw scheme of work, details of which can be found in our separate PSHE policy including subject content.
- RE teaching following the 'Come and See' scheme covers many aspects of relationships, personal growth and responsibilities towards others and the community in its widest sense.
- 'Journey in Love', written by Sister Jude Groden, the recommended programme of study for Catholic schools for the teaching of sex education.
- Much of the health aspect of the RHE curriculum is covered in the Science curriculum, including naming body parts, the human life cycle, body changes and puberty
- Purple Mash computing scheme of work includes teaching about online safety

### **Sex Education**

Across our Catholic schools, sex education is taught using the 'Journey in Love' resources to support pupils' learning and understanding within a Catholic context. Sex education is taught in Year 6, and the resources will be available for parents to view prior to the lessons being delivered. Parents have the right to withdraw their children from this aspect of the RHE curriculum (but not from the Relationships or Health Education). Any parents who wish to do so should make an appointment to discuss this with the headteacher.



**Difficult Questions**

All RHE content will be taught sensitively with the use of age appropriate resources. Children are naturally curious and may have questions that are difficult to answer in a whole-class setting. Teachers will avoid giving their own opinions or judgements and will answer questions about the statutory content of the RHE curriculum in a factual way. It may not be appropriate to answer all questions, and parents will be kept informed if their child has asked a question that may require further discussion.

The aim is that children are given correct information, and not dissuaded from asking questions, rather than looking to the internet or other unregulated sources of information for answers.

**Teaching and Monitoring**

RHE is incorporated into the weekly PSHE lessons led by the class teacher, along with content included in science and RE lessons.

**Monitoring and Evaluation**

The subject lead for PSHE/RHE monitors planning and lessons and speaks to pupils to gain their perspective on the subject. This monitoring is part of the school's curriculum monitoring cycle.

This policy is available on the school website and will be updated annually.