

Relationships  
Education,  
Relationships and Sex  
Education and Health  
Education

Guidance for Primary Schools

Revised September 2019

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# Introduction

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In the Diocese of Hexham and Newcastle, we aim for our schools to provide excellent teaching in Relationships Education, Relationships and Sex Education and Health Education.

This purpose of this document is to give guidance to Primary schools in the Diocese of Hexham and Newcastle on the delivery of quality Relationships Education, Relationships and Sex Education and Health Education. It is a revised version of the document issued to schools in June 2017, updated to reflect the DfE statutory guidance issued in February 2019.

It is the role of our bishop, the Right Reverend Robert Byrne CO (cf Can 806), through the delegated authority of his education officers, to ensure that all teaching in Catholic schools, including Relationships Education, Relationships and Sex Education and Health Education, is in accordance with Catholic principles and is excellent in its own right. Relationships Education, Relationships and Sex Education and Health Education is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life.

In his apostolic exhortation *'Amoris Laetitia' 2016 (The Joy of Love)* Pope Francis reiterates the need for sex education as expressed by the Second Vatican Council.

*280. The Second Vatican Council spoke of the need for "a positive and prudent sex education" to be imparted to children and adolescents "as they grow older.*

He also states that this should be suited to the age of the children and young people.

*281. Sex education should provide information while keeping in mind those children and young people have not yet attained full maturity. The information has to come at a proper time and in a way suited to their age.*

The CES provides the following guidance:

## **What does outstanding Relationships education, relationships and sex education and health education in Catholic schools look like?**

In order for Catholic Relationships education, relationships and sex education and health education to be fully effective it needs to:

- be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- involve parents as they are primary educators of their child;
- provide a positive view of human sexuality and dignity of the human person;
- equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- explore and promote virtues which are essential to promoting respect and dignity;
- be delivered in an age appropriate way which reflects the development of the child;
- be part of the cross-curricular work in both primary and secondary schools;
- be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;

# Relationships Education, Relationships and Sex Education and Health Education in the Diocese of Hexham and Newcastle

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In March 2017 the Catholic Bishops' Conference of England and Wales published *Learning to Love: An Introduction to Catholic Relationship and Sex Education (Relationships Education, Relationships and Sex Education and Health Education) for Catholic Educators*, giving clear guidance as to the approach we should take to Relationships Education, Relationships and Sex Education and Health Education in our Catholic schools.

*'The content of what is taught must express the teaching of the Church, and should be delivered to suit the age of the children or young people to whom it is addressed'*

We aim for our schools to provide excellent teaching in Relationships and Sex Education which is appropriate to the age and maturity of the children. We support schools through advice and support to staff and governors, appropriate documentation and training opportunities.

*'Parents have the prime responsibility in teaching their children how to build healthy, loving relationships, but our Catholic schools play a vital part in supporting parents'*

We acknowledge that parents are the first teachers of their children but also recognise that schools are a vital support and have an integral role in helping children to develop healthy relationships with those outside of the family. A suggested consultation process is included in this guidance which aims to involve parents in establishing a Relationships Education, Relationships and Sex Education and Health Education policy.

*'Sex education is a rootless and diminished field of study, unless it is situated more broadly in healthy, loving relationships'... 'Prudent education in the art of making friends is another important part of what we call Relationships and Sex Education'*

We recommend that, Relationships and Sex Education is taught within a broader Relationships and Health curriculum and within the context of relationships with others and our relationship with God.

*'Indeed we encourage our schools to see formation as a primary objective in their mission to educate for life'*

We aim for our schools to celebrate the Christian belief in the value and dignity of every human being and to ensure that this is at the centre of Relationships Education, Relationships and Sex Education and Health Education.

*'Everyone charged with a duty of care for young people has a responsibility to be protective rather than possessive. For this reason we must all reaffirm our commitment to the culture of safeguarding which we rightly strive to embed in our society and its institutions'*

We are committed to keeping our children safe by encouraging our schools to ensure that children have a voice and a vocabulary to speak confidently about relationships.

*'Our Catholic schools should always be places where all young people can begin to discern how God is calling them to true happiness'*

We encourage schools to provide opportunities for children to explore their vocation.

# Statutory Requirements for Relationships Education, Relationships and Sex Education and Health Education

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The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. This includes pupil referral units, maintained special schools, special academies, and non-maintained special schools. All schools, except independent schools, must make provision for Health Education.

To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of Relationships Education and RSE; and set out the circumstances in which a pupil is to be excused from Relationships and Sex Education.

The key points of the regulations are:

- Pupils receiving primary education must be taught Relationships Education and Health Education
- Pupils receiving secondary education must be taught Relationships Education, Relationships and Sex Education and Health Education
- The new subjects of Relationships Education, Relationships and Sex Education and Health Education must be taught in all maintained schools, academies and independent schools. This includes pupil referral units, maintained special schools, special academies and non-maintained schools
- All schools, except independent schools, must make provision for Health Education
- All schools are required to have a policy stating their provision of Relationships Education, Relationships and Sex Education and Health Education and set out the circumstances in which a pupil is to be excused from Relationships and Sex Education (*Section 405 of the Education Act 1996*)
- Schools are free to determine how to deliver the content set out the guidance in the context of a broad and balanced curriculum
- Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content

## The Learning and Skills Act 2000 (Section 148)

*The Learning and Skills Act 2000* requires that:

- Parents have the right to withdraw their children from all or part of any sex education provided but not from teaching the biological aspects of human growth and reproduction necessary under the National Curriculum Science Order;
- Young people learn about the nature of marriage and its importance for family life and the bringing up of children;
- Young people are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned;

## Compliance with Statutory Requirements

The Diocesan Primary Curriculum Framework for Relationships Education, Relationships and Sex Education and Health Education is fully compliant with the statutory requirements as set out above. It does, in fact, go beyond the statutory requirements, in so far as it includes the teaching of sex education at Year 6. **Parents do have the right to withdraw from sex education but this does not include puberty and the changing adolescent body including menstruation, which is part of health education. (See pg. 18 model policy)**

The Catholic Education Service model Catholic Primary Relationships and Sex Education curriculum is also fully compliant with the statutory requirements.

**By following either of these frameworks the school can ensure full statutory compliance as well as meeting Diocesan expectations.**

# Roles and responsibilities

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## The Role of Parents and Carers

“Sex education, which is a basic right and duty of parents, must always be carried out under their attentive guidance, whether at home or in educational centres chosen and controlled by them. In this regard, the Church reaffirms the law of subsidiarity, which the school is bound to observe when it cooperates in sex education, by entering into the same spirit that animates the parents”<sup>1</sup>

Parents are the first educators of their children. It is their right and responsibility to inform and educate their children in matters relating to human growth and development, particularly sexual development. Therefore schools should always seek to work in partnership with parents and carers and the teaching offered by schools should complement and not replace their primary role.

The school has a privileged role in collaborating with parents in their educative task and seeks to offer advice and to support them in this situation. This supportive role should be exercised with sensitivity. It is recognised that parents often welcome the school’s support and contributions to Relationships Education, Relationships and Sex Education and Health Education, building on what parents begin and continue at home.

Respecting the primary role of parents as educators in this area, schools should work with them at every stage of the development of the Relationships Education, Relationships and Sex Education and Health Education programme as well as during the process of monitoring, review and evaluation of it and the materials used. A full consultation should be held when establishing a new Relationships Education, Relationships and Sex Education and Health Education policy. Prior to the delivery of Relationships Education, Relationships and Sex Education and Health Education the school should provide full information to parents. This should include information about the parents’ right to withdraw their children from the Relationships Education, Relationships and Sex Education and Health Education programme. These provisions will help to ensure that schools develop policies which reflect parents’ wishes and the culture of the community they serve.

Best practice would ensure that parents and carers are kept informed of what the school is delivering so that they can follow up at home. Information regarding Relationships Education, Relationships and Sex Education and Health Education should be included in newsletters and curriculum information sent home to parents and carers. Schools may also run workshops to enable parents and carers to talk constructively with their children regarding Relationships and Sex Education. There is a mandatory duty to publish Relationships Education, Relationships and Sex Education and Health Education curriculum information on the school website and parents and carers should be reminded to review this in order to inform themselves regarding what is being taught in Relationships Education, Relationships and Sex Education and Health Education.

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<sup>1</sup> The Truth and Meaning of Human Sexuality, Pontifical Council for the Family, 1995.



## The Role of Governors

The 1996 Education Act places responsibility for the school's policy on Relationships Education, Relationships and Sex Education and Health Education in the hands of governors. Governors therefore must be aware of their responsibilities for the policy and provision of Relationships Education, Relationships and Sex Education and Health Education in their schools and comply with statutory requirements. Whilst recognising their responsibility for determining general policy, it is important that the governors acknowledge the responsibility of the headteacher and staff to use their professional expertise in delivering the curriculum in accordance with that policy. It is the responsibility of the governing body to check that the content and organisation of Relationships Education, Relationships and Sex Education and Health Education complies with the policy set by them. It is also essential that governors involve parents and carers in developing and reviewing their policy and ensure that Relationships Education, Relationships and Sex Education and Health Education meets the needs of children and young people in their school community.

It is recommended that there is a link governor for Relationships Education, Relationships and Sex Education and Health Education but decisions about Relationships Education, Relationships and Sex Education and Health Education lie with the full governing body.

The foundation governors/foundation directors of Catholic schools/academies are appointed by the Bishop in order to promote and safeguard the Catholic character of the school. As such they should also be aware of and implement the Church's teaching and any diocesan guidelines regarding Relationships Education, Relationships and Sex Education and Health Education, for the benefit of children and young people in their care.

To fulfil this role governors will need to:

- recognise that parents have the primary responsibility for the education of their children, and that parents and carers have special rights and duties over Relationships and Sex Education
- draw up an up-to-date and fit-for-purpose Relationships Education, Relationships and Sex Education and Health Education policy, in consultation with parents, carers and teachers
- ensure that the policy is available to parents and carers
- ensure that parents and carers know of their right to withdraw their children and young people (*Section 405 of the Education Act 1996*)
- ensure that the policy is in accordance with Catholic teaching and other school policies
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum Science topics and the setting of Relationships and Sex Education within a broad and balanced Relationships and Health Education
- ensure that Relationships Education, Relationships and Sex Education and Health Education provision is included in the school's annual self-evaluation and that where necessary it is included in the school improvement plan
- ensure that the school's policy is compliant with the 2019 statutory guidance

## The Role of the Headteacher

The headteacher has overall delegated responsibility for the implementation of the Relationships Education, Relationships and Sex Education and Health Education policy and its integration into the school's curriculum and Catholic life.

The headteacher will:

- Liaise with the governing body, Relationships Education, Relationships and Sex Education and Health Education Coordinator, parents and carers, the diocese, the Local Authority where appropriate, and any other appropriate agencies
- Make alternative arrangements if parents express the right to withdraw children and young people from Relationships Education, Relationships and Sex Education and Health Education (*Section 405 of the Education Act 1996*)
- Ensure materials are provided for parents to help the children and young people with their learning
- Ensure that the details of the Relationships Education, Relationships and Sex Education and Health Education curriculum are published on the school website.
- Ensure that staff have access to appropriate training in order to teach Relationships Education, Relationships and Sex Education and Health Education

## The Role of Staff

Relationships Education, Relationships and Sex Education and Health Education is a whole school issue. All staff will be involved in developing children and young peoples' personal and social skills and the attitudes and virtues aspect of an Relationships Education, Relationships and Sex Education and Health Education programme. Each child and young person is entitled to experience "a school climate in which the quality of relationships between staff and pupils, between pupils themselves, is marked by honesty, personal identification, warmth, trust and security."<sup>2</sup> All adult members of the school community are role models of good, healthy relationships and educators in this dimension of pupils' development. However, the teacher is the single most important contributor. The teacher's role, in particular, is to value and affirm all pupils, to actively promote open and honest relationships, to develop gospel-inspired pastoral systems and to provide effective learning in Relationships Education, Relationships and Sex Education and Health Education.

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.

Teachers and all those contributing to Relationships Education, Relationships and Sex Education and Health Education are expected to work within the agreed values framework as described in the guiding principles above and outlined in the school's policy documentation. The school's Relationships Education, Relationships and Sex Education and Health Education policy must be in line both with the

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<sup>2</sup> Education in Sexuality. Some Guidelines for Teachers and Governors in Catholic Schools, CES, 1994

school's Catholic ethos and current legislation. All staff should have been included in the development of the policy and all staff should be aware of how the policy relates to their work.

Responsibility for the specific Relationships Education, Relationships and Sex Education and Health Education programme lies with the relevant curriculum staff. This will normally include those responsible for Science, Religious Education, Physical Education, ICT/Computing, Relationships Education, Relationships and Sex Education and Health Education and Relationships and Health Education.

Appropriate training should be made available for all staff teaching Relationships Education, Relationships and Sex Education and Health Education.

## The Role of Visitors and External Agencies

Catholic schools exist within society and the Church is aware of the valuable contribution that external visitors make to our schools for the benefit of their children and young people.

Visitors and teachers will need to work together to establish boundaries about personal questions and to ensure that the visitor is adequately trained to handle the classroom setting.

Health professionals are bound by their professional codes of conduct. However, all visitors to the classroom should work in a way which is consistent with the Catholic school's beliefs and values set out in the school's Relationships Education, Relationships and Sex Education and Health Education policy. They should also be made aware of the school's confidentiality and safeguarding policies. Schools should ensure that the contribution of visitors fits within the scheme of work for Relationships Education, Relationships and Sex Education and Health Education, enhances learning and is compatible with the school's Catholic character. Responsibility for Relationships Education, Relationships and Sex Education and Health Education lies with the school and any contribution from a visitor should complement rather than substitute teacher led sessions and never replace a planned and coordinated Relationships Education, Relationships and Sex Education and Health Education curriculum. The involvement of the school nurse in Relationships Education, Relationships and Sex Education and Health Education or any on-site health clinic in Relationships Education, Relationships and Sex Education and Health Education should also be set within the context of the school's Relationships Education, Relationships and Sex Education and Health Education policy. In circumstances where a pupil or young person is at some risk, advice should be sought from the headteacher or delegated senior teacher. The CES have a visitor protocol policy available on their website.

# Recommended Resources

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Materials and resources chosen should take into account the development, maturity and cultural background of pupils as well as the ethos of the school. Materials used in schools must be in accordance with the Church's teaching, with the Relationships and Health Regulations framework and with the law. Resources must be made available as part of the consultation process. They should also be available on an annual basis so that parents can view them. Parents can then make an informed decision about withdrawing their children from aspects of Relationships and Sex Education should they so wish.

The resources recommended by the diocese are listed below:

- *A Journey in Love*, McCrimmons 2008 (Primary)
- *All That I Am*, Archdiocese of Birmingham 2005 (Primary Years 5 & 6)
- *Life to the Full*, Ten:Ten Resources (Primary)

The main recommended resource is *A Journey in Love*. Schools may wish to use *All That I Am* in Years 5 and 6 in place of *A Journey in Love* depending on the outcome of the school consultation. *Life to the Full* is a broader programme which goes beyond Relationships and Sex Education enabling schools to also meet the government statutory requirements of Relationships and Health Education. Whichever resource the school chooses to use, the Diocesan Department for Education strongly recommends that correct terminology for body parts is used. This consistent approach by schools is recommended for reasons of safeguarding.

## Recommended Approach

For primary schools the either the Diocese of Hexham and Newcastle Primary Curriculum Framework for Relationships Education, Relationships and Sex Education and Health Education or the CES model Catholic Primary Relationships and Sex Education curriculum should be followed thereby ensuring that teaching of the subject is in accordance with the teaching of the Catholic Church whilst also making sure that the statutory requirement of Relationships Education, Relationships and Sex Education and Health Education are also met.

The Hexham and Newcastle Curriculum Framework clearly shows where a broad and balanced curriculum can be delivered through the 'Come and See Religious Education programme, Journey in Love, Life to the Full (Ten:Ten) curriculum, Statements to Live By, Early Learning Goals and Science Curriculum and links to CAFOD resources and the global calendar

**The Diocesan department for Education must be consulted before any other resources are considered for use.**

# Suggested consultation process for writing a primary Relationships Education, Relationships and Sex Education and Health Education policy

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It is essential that parents/carers are consulted when producing a new Relationships Education, Relationships and Sex Education and Health Education policy. Their views should be listened to and valued. Governors should use them to inform decision making regarding the Relationships Education, Relationships and Sex Education and Health Education policy. However, consultation is not the same as negotiation. It is not possible for the views of everyone in the school community to be represented in a policy. The school's governing body holds the final responsibility for the policy and for Relationships Education, Relationships and Sex Education and Health Education provision throughout the whole school. Parents have the right of withdrawal from Relationships Education, Relationships and Sex Education and Health Education.

A seven step process is recommended.

## Step 1 - Establishing a working party and informing parents

Governors agree to adopt a new Relationships Education, Relationships and Sex Education and Health Education policy. A working party of link governor, governors, headteacher, PSHE Coordinator and parents is formed. Parents are informed that a new policy is being developed.

## Step 2 – Audit of current documentation, provision and practice

The link governor for Relationships Education, Relationships and Sex Education and Health Education plus other governors, headteacher, and PSHE coordinator audit the current provision in Relationships Education, Relationships and Sex Education and Health Education in light of this diocesan guidance using the following questions and considering the suggested evidence:

- Does the current existing Relationships Education, Relationships and Sex Education and Health Education policy, practice and documentation conform to the latest legal requirements for Relationships Education, Relationships and Sex Education and Health Education?
- Is it consistent with the Catholic mission and ethos statement of the school and in accordance with Catholic teaching?
- Does the current Relationships Education, Relationships and Sex Education and Health Education policy and documentation include the following:
  - statement of legal requirements
  - roles and responsibilities
  - reference to other school policies and relevant documents e.g. mission statement, confidentiality,
  - programme of study for Relationships Education, Relationships and Sex Education and Health Education

- equal opportunities, SEND, pastoral care, Relationships and Health, child protection/safeguarding, inclusion, differentiation
  - information regarding how, when, where and by whom Relationships Education, Relationships and Sex Education and Health Education is taught, including use of outside speakers and agencies and materials
  - procedures for withdrawal and for advice to individual pupils
  - procedures for monitoring, review, evaluation and dissemination.
- Evidence of pupils' learning which might include
    - reviewing a selection of pupils' work
    - Ofsted and Diocesan Inspection reports
    - feedback from staff and pupil evaluations regarding the existing programme, including the delivery of Relationships Education, Relationships and Sex Education and Health Education through RE, Relationships and Health and other National Curriculum subjects
    - views of parents
    - comments from diocesan advisers.
  - Evidence of staff confidence in the teaching of Relationships Education, Relationships and Sex Education and Health Education which might include:
    - feedback from staff
    - existing CPD programme
    - existing experience and expertise
    - staff awareness of policy and systems of support.

### Step 3 – Presentation of findings to governors

Findings of the above are presented to full governing body and recommendations are made.

### Step 4 – Draft policy and documentation produced

A draft policy is produced by the working party incorporating a programme of study including specific information of resources used in each year group and presented to governing body for approval.

### Step 4b- Alternative resources

If the school intends to use resources other than from the diocesan approved list or to alter the model policy, then the Diocesan Department for Education must be consulted at this point in the process.

### Step 5 – Consultation process

A letter is sent to parents/carers informing them of how the consultation process will be carried out and the timescale starting with a meeting with parents to present draft policy and programme of study. The draft policy and programme of study are made available to parents via school website/office for a two week consultation period and feedback is requested.

### Step 6 – Finalising of policy

The working party meets to consider feedback and respond accordingly. The policy is finalised, ratified by governing body and made public. Timescales for implementation and CPD needs of staff are agreed.

### Step 7 – Annual review

Annually, the policy is reviewed. A timetable for Relationships Education, Relationships and Sex Education and Health Education sessions is shared together with the resources to be used. Parents are invited to view the resources and are reminded of the right to withdrawal.

# Primary school model policy for Relationships Education, Relationships and Sex Education and Health Education

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## School Mission Statement

### Insert mission statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships Education, Relationships and Sex Education and Health Education is an integral part of this education. Furthermore our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

## Consultation

This policy has been produced in consultation with staff and parents/carers.

### Describe any consultation that has taken place e.g.

- questionnaires to parents / carers, any meetings etc.
- pupil focus groups / school council
- review of Relationships Education, Relationships and Sex Education and Health Education curriculum content with staff and pupils
- consultation with wider school community e.g. school nurse

## Rationale

*'I have come that you might have life and have it to the full'*

(John 10.10)

We are involved in Relationships Education, Relationships and Sex Education and Health 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 Relationships Education, Relationships and Sex Education and Health Education therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. Relationships Education, Relationships and Sex Education and Health Education, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, Relationships Education, Relationships and Sex Education and Health Education will be firmly embedded in the Relationships and Health framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual



development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationships Education, Relationships and Sex Education and Health 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.

## Aim of Relationships Education, Relationships and Sex Education and Health Education

In partnership with parents, we aim to provide children with a "positive and prudent sexual education"<sup>3</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

To develop the following **attitudes and virtues**:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodies;
- responsibility for ones actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long love;
- recognising the importance of marriage and family life;

To develop the following **personal and social skills**:

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships;
- managing emotions within relationships including when relationships break down;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups;

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<sup>3</sup> *Gravissimum Educationis* 1

To develop the following **knowledge and understanding**:

- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation; **(Parents may withdraw their child from this aspect of the curriculum)**

Record here how these are addressed. If using the Diocesan Primary Curriculum Framework for Relationships and Health Education with Relationships Education, Relationships and Sex Education and Health Education then add *'These will be covered through five overlapping themes – moral, spiritual, physical, emotional and social development'*.

## Inclusion and Differentiated learning

We will ensure Relationships Education, Relationships and Sex Education and Health Education is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. These questions will be responded to in the context of the school's inclusion policy.

## Statutory Curriculum Requirements

We are required to teach those aspects of Relationships Education, Relationships and Sex Education and Health Education which are statutory parts of National Curriculum Science. We are required to teach Relationships and Health Education

## Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

## Broad Content of Relationships Education, Relationships and Sex Education and Health Education

Three aspects of Relationships Education, Relationships and Sex Education and Health Education - attitudes and values, personal and social skills and knowledge and understanding will be provided in three inter-related ways: the whole school/ethos dimension; cross-curricular Relationships and Health approach and a discreet Relationships Education, Relationships and Sex Education and Health Education curriculum.

## Programme / Resources

The main Relationships Education, Relationships and Sex Education and Health Education programme will be *A Journey in Love*, McCrimmons 2008.

[Add here any other resource that will be used.](#)

The Primary Curriculum framework for Relationships Education, Relationships and Sex Education and Health Education will be followed which is cross curricular (see appendix).

## Assessment of Relationships Education, Relationships and Sex Education and Health Education

[Include how Relationships Education, Relationships and Sex Education and Health Education will be assessed here](#)

## Parents and Carers

Parents/carers are the primary educators of their children. They were consulted before this policy was ratified by the governors. They will be consulted at every stage of the development of any revision of the Relationships Education, Relationships and Sex Education and Health Education programme, as well as during the process of monitoring, review and evaluation. Resources used by the school in the Relationships Education, Relationships and Sex Education and Health Education programme will be made available each year for parents/carers to view.

Parents have ***the right to withdraw*** their children from Relationships Education, Relationships and Sex Education and Health Education excepting those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they should notify the school by contacting the Headteacher in writing. The request will be made on a year by year basis. The school will provide support by providing material for parents to help the children with their learning.

## Teaching the Programme

Class teachers have the responsibility for teaching the Relationships Education, Relationships and Sex Education and Health Education curriculum.

On some occasions adults from other agencies will be used to deliver some aspects of Relationships Education, Relationships and Sex Education and Health Education. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors should adhere to our code of practice developed in line with the school visitor policy/CES guidance 'Protocol for Visitors to Catholic Schools'<sup>4</sup> [\(delete as appropriate\)](#) and will be required to ensure that all teaching is rooted in Catholic principles and practice.

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<sup>4</sup> Protocol for Visitors to Catholic Schools, CES, Feb. 2011

## Other Roles and Responsibilities regarding Relationships Education, Relationships and Sex Education and Health Education

### Governors will:

- Draw up the Relationships Education, Relationships and Sex Education and Health Education policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of Relationships Education, Relationships and Sex Education and Health Education within relationships and Health Education.
- Ensure that the school policy and teaching is compliant with the guidance issued by the Diocesan Department for Education 2019

### Headteacher

The headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Department for Education and the local authority, also appropriate agencies.

### Relationships Education, Relationships and Sex Education and Health Education Coordinator

The coordinator with the headteacher has a general 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 Relationships Education, Relationships and Sex Education and Health Education and the provision of in-service training.

### All Staff

Relationships Education, Relationships and Sex Education and Health 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. Teachers will be expected to teach Relationships Education, Relationships and Sex Education and Health Education in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching Relationships Education, Relationships and Sex

Education and Health Education. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

## Children's questions

The governors want to promote a healthy, positive atmosphere in which Relationships Education, Relationships and Sex Education and Health Education can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

## Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of Relationships Education, Relationships and Sex Education and Health Education. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the Relationships Education, Relationships and Sex Education and Health Education programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

*(See also Relationship Education, Relationships and Sex Education and Health Education ,Sections 63 and 64 'Managing Difficult Questions' DfE February 2019, for more detail)*

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

## Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which Relationships Education, Relationships and Sex Education and Health Education takes place. Effective Relationships Education, Relationships and Sex Education and Health Education will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform [insert here who to inform](#)

## Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the Relationships Education, Relationships and Sex Education and Health Education programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g. parents, headteacher, but that the pupils would always be informed first that such action was going to be taken.

## Monitoring and review of the policy

The Relationships Education, Relationships and Sex Education and Health Education Coordinator will monitor provision by scrutinising plans, schemes of work and samples of pupils work. The programme will be evaluated biennially. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy.

This policy will be reviewed **every year/two years** by the headteacher, Relationships Education, Relationships and Sex Education and Health Education coordinator, the governing body and staff. The next review date is ...

# A Governor Audit for Monitoring Relationships Education, Relationships and Sex Education and Health Education

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This checklist is to support the school's processes of self-evaluation and should be completed in partnership with governors and those responsible for Relationships Education, Relationships and Sex Education and Health Education in the school.

Policy	Fully	Partly	Not Evidenced
The school has an Relationships Education, Relationships and Sex Education and Health Education policy in place covering the content and organisation of Relationships Education, Relationships and Sex Education and Health Education and how it will be taught and reviewed.			
The policy has been ratified by the full governing body within the last two years.			
The policy is consistent with the Catholic mission and ethos of the school and in accordance with Catholic teaching.			
Findings from any review and monitoring processes are written into the school improvement plan.			
There is a statement included in the school's prospectus regarding the school's approach to Relationships Education, Relationships and Sex Education and Health Education.			
Details of the Relationships Education, Relationships and Sex Education and Health Education curriculum are published on the school's website.			
There is a designated member of staff responsible for Relationships Education, Relationships and Sex Education and Health Education.			
There is a designated governor to monitor Relationships Education, Relationships and Sex Education and Health Education.			





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