



ST RICHARD'S RELATIONSHIPS EDUCATION POLICY 2021



INTRODUCTION

In this policy we set out our intentions towards, rationale for and approach to Relationships Education at St Richard's RC Primary School for Summer Term 2021 onwards. This policy is based closely on the Catholic Education Service's template policy for Relationships Education but has been adapted to reflect the specific needs and wishes of our school community (governors, staff, parents and pupils) whilst remaining compliant with legislation which made the teaching of Relationships Education statutory in primary schools from September 2020 onwards.

CONSULTATION:

We have:

- Reviewed our current Relationships Education curriculum with senior staff and our PSHE Lead/ Relationships Education Co-ordinator
- Sought advice and training from the Diocese of Salford about preferred commercial schemes to support delivery
- Decided, as a Senior Leadership Team, which commercial scheme is best suited to support our approach

In addition, (and prior to implementing a ratified policy) we will:

- Consult with all school governors
- Consult with teachers and teaching assistants at school
- Consult with all parents and carers
- Consult with a pupil focus group

This draft policy will be given to all members of the Governing Body as well as all teachers and teaching assistants at St Richard's. Comments will be invited from both groups. This draft policy will (possibly with some amendments) then be made available to all parents on the school's website. Parents will be alerted to its presence and will be invited to make comment.

IMPLEMENTATION AND REVIEW OF POLICY

Implementation of this policy will take place from Summer Term 2021 onwards, after the consultations described above and following ratification by the governing body of St Richard's in the Summer term 2021. This policy will be reviewed every 2 years by the Headteacher, PSHE Lead/ Relationships Education Co-ordinator, the Governing Body and Staff. The next review date is Summer 2023.

DEFINING RELATIONSHIPS EDUCATION

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." Relationships Education is about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. At St Richard's, the focus of our Relationships Education will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This will include the topics of:

- families and the people who care for us
- caring friendships
- respectful relationships
- online relationships and being safe

RATIONALE

'I have come that you might have life and have it to the full' (John 10:10)

We are legally required to teach those aspects of Relationships Education, including those aspects which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of Relationships Education in the curriculum at St Richard's go further than wishing to be statutorily compliant.

We promote Relationships Education 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 our Catholic school. Our approach to Relationships Education is therefore 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 Holy Spirit in communion, united in a loving relationship and embracing all people and all creation.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, Relationships Education at St Richard's will be firmly embedded in the Personal, Social Health and Economic Education (PSHE) framework. This is because Relationships Education is concerned with nurturing human wholeness and is 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 it 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 at St Richard's 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. It will also prepare pupils for life in modern Britain.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body.

AIM OF RELATIONSHIPS EDUCATION AND OUR MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) and we believe that Relationships Education is an integral part of this education. Furthermore, our school aims 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. It is in this context that we commit, in partnership with parents, to provide our pupils with Relationships Education which is compatible with their physical, cognitive, psychological and spiritual maturity, and rooted in a Catholic vision of education and the human person.

OBJECTIVES OF RELATIONSHIPS EDUCATION

It is our objective to develop the following **attitudes**:

- Respect for the dignity of every human being – in their own person and in the person of others
- Joy in the goodness of God's creation
- Responsibility for their own actions and a recognition of the impact of these on others
- Celebrating the gift of life-long, unconditional love
- Recognising the importance of marriage and family life
- Fidelity in relationships

It is our objective to develop the following **personal and social skills**:

- Making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying
- Managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity
- 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 and so developing the ability to assess pressures and respond appropriately
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity

It is our objective that pupils will **know and understand**:

- 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

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure Relationships Education is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances (including their own faith or culture). We will ensure Relationships Education is taught in a way that does not subject pupils to discrimination. Lessons will 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.

EQUALITIES OBLIGATIONS

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

BROAD CONTENT OF RELATIONSHIPS EDUCATION

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

OUR PROGRAMME

At St Richard's, we have chosen to use Ten Ten's 'Life to the Full' teaching programme and resources in order to provide effective and compliant Relationships Education from Summer Term 2021 onwards. 'Life to the Full' is a fully resourced Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the units that we will teach include teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, life cycles, the dangers of social media, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our

deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

The 'Life to the Full' programme includes:

- Lesson plans for Nursery to Year 6
- High-quality videos created by Ten:Ten specifically for UK-based Catholic primary schools
- A programme of prayer and worship music to accompany the scheme of work
- Assessment activities

The following website <https://www.tentenresources.co.uk/relationship-education/> has more information about the programme including a helpful overview presentation.

Our school website <https://st-richards.manchester.sch.uk/key-information/curriculum-2020-21/> shows how we have selected the units of work from 'Life to the Full' and distributed them in each year group, as well as the content of each unit.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum Science orders. However, at St Richard's, we will **not** be teaching pupils about the act of procreation through sexual intercourse. Parents do not have the right to withdraw their children from Relationships Education.

BALANCED CURRICULUM

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 Relationships Education which 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 Relationships 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. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for teaching the specific Relationships Education programme at St Richard's lies with class teachers. However, all school staff will be involved in developing the attitudes and values which underpin our Relationships Education programme. Our whole staff will be role models for pupils of good, healthy, wholesome relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

EXTERNAL VISITORS

Our school may occasionally call upon help and guidance from outside agencies and health specialists to deliver aspects of Relationships Education. Such visits will always complement the current programme and never substitute or replace teacher-led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'. Health professionals must follow our school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques - as other teachers would. All visitors must ensure that their teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RELATIONSHIPS EDUCATION

Governors

- draw up the Relationships Education policy, in consultation with school staff and parents
- 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 within PSHE

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority and any other appropriate agencies.

PSHE Lead/ Relationships Education Co-ordinator

Our PSHE Lead/ Relationships Education Co-ordinator - alongside the head teacher - 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 and the provision of in-service training.

All Staff

Relationships 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 in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff teaching Relationships Education. All Teachers and Teaching Assistants at St Richard's will be consulted in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This Relationships Education policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying Policy, Safeguarding Policy etc). Pupils with specific difficulties and additional needs will receive appropriately differentiated support in order to enable them to access knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of pupils.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which Relationships 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

The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, (eg where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature).

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 takes place. Effective Relationships 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 child protection and safeguarding policy and immediately inform the school's designated safeguarding lead (DSL).

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents 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 programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships, 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 caring ethos.

MONITORING AND EVALUATION

The **PSHE Lead/ Relationships Education Co-ordinator** will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated every two years. Governors remain ultimately responsible for the policy.