



RELATIONSHIPS EDUCATION POLICY

1. Introduction

At the heart of our educational vision is the desire to educate our pupils integrally, so that they can lead balanced and happy lives beyond school. In order to achieve that aim we are committed to working together with parents, who are the primary educators of their children, to pursue the full potential of each child. The study of Relationships Education plays an important role in this process. Our goal is to enable our pupils to live life to the full; to awaken in them their magnificent calling as human persons: the vocation to love.

2. Defining Relationships and Sex 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”¹. It is about the development of the pupil’s knowledge and understanding of her or himself as a sexual being, 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. In primary schools the focus should 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.”² This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

3. Legal requirements

As of the academic year 2020/21, it is expected that all schools in England will meet the statutory requirements for RSE as set out by the Department for Education (DfE).

In all primary schools, Relationships Education is now compulsory. There are also statutory elements for Relationships Education within the Early Years Foundation Stage.

Sex Education is not compulsory in primary schools. At Oakwood School we believe that children should leave Primary School with a basic understanding of where babies come from and the sacred role of sexual love. We will liaise closely with parents to assist them in imparting this information at home.

PSHE (Personal, Social and Health Education) is compulsory in independent schools. Many elements of Health Education are integrated into our Relationships Education programme, henceforth referred to as **RHE**. (Relationships and Health Education)

4. Rationale for RHE at Oakwood School

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

Above and beyond the legal requirements, we believe that RHE has an important role to play in helping our pupils to become happy and fulfilled adults who are capable of forming long-lasting friendships and committed relationships.

We are involved in relationships 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 our school. Our approach to RHE 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

¹ Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.*

² *Ibid*, paragraph 54

are made in the image and likeness of God, our bodies and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RHE, therefore, is 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, RHE is firmly embedded in our SMSC framework (spiritual, moral, social and cultural) alongside Character Development and PSHE, as it is concerned with nurturing human wholeness and is integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils.

All RHE is in accordance with the moral teaching of the Catholic Church. 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 also prepares pupils for life in modern Britain.

5. A Framework of Virtues

Our programme enshrines Christian 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. The following virtues are explicitly explored and promoted at age-appropriate points: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

6. Aims of RHE at Oakwood School

At Oakwood School we are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RHE is an integral part of this education. Furthermore, we want to raise pupils' self-esteem and help them to grow in self-knowledge and understanding so that they recognise their own worth and the value of every human person and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

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

a) Objectives

Through carefully co-ordinated teaching at home and school we want our pupils:

To develop the following **attitudes and virtues**

- reverence for the gift of human sexuality and fertility
- 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 bodily natures
- responsibility for their own 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, self-giving love
- recognising the importance of marriage and family life
- fidelity in relationships

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

³ *Gravissimum Educationis* 1

- 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
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to recognise and report feelings of being unsafe, and the vocabulary and confidence needed to do so

To know and understand

- the Church's teaching on relationships and the nature and meaning of sexual love
- 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, and how sexual love plays an essential and sacred role in procreation

b) Outcomes

Inclusion and differentiated learning

We ensure that RHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, disability or their own faith or culture, and is taught in a way that does not subject pupils to discrimination. Lessons 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.

Equalities obligations

We ensure that our school strives to do the best for all 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.

Three aspects of RHE - attitudes and virtues; personal and social skills; knowledge and understanding, are provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and health education, all in partnership with parents.

At Oakwood School we follow a developmental programme for children in primary years entitled *Life to the Full*. This is a fully-resourced, media-rich programme for Catholic primary schools which embraces and fulfils the statutory curriculum. 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. Children with Special Educational Needs and Disabilities have support in varying ways depending upon their individual needs. The programme is fully inclusive of all pupils and their families. See **Appendix 1** for more information.

Life to the Full is built on *A Model RSE Curriculum for Catholic Primary Schools*, drawn up by the Catholic Education Service, endorsed by the Catholic Bishops of England and Wales and highlighted by the DfE as good practice. Oakwood's Scheme of Work can be seen at **Appendix 2**.

Assessment takes place throughout the year by way of pupil's oral and written work.

c) Parents and Carers

We recognise that parents (and other carers who stand in their place) are the **primary** educators of their children.

As a school with a Catholic ethos, we provide a principal means by which the Church assists parents and carers in educating their children. Therefore, we support parents and carers by providing material to be shared with their children at home and workshops to help them to find out more. Parents/carers are informed when the more sensitive aspects of RHE will be covered in order that they can be prepared to talk and answer questions about their children's learning, and some lessons are delivered by parents at home, see below and Appendix 2.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RHE programme, as well as during the process of monitoring, review and evaluation. Parents are regularly signposted to useful materials on the *Life to the Full* website, which has a dedicated *Parent Portal*.

There is no right of withdrawal from Relationships Education or Health Education. Parents continue to have the right to withdraw their child from sex education. At Oakwood, lessons dealing with sexual intimacy are designated to be taught at home and Class Teachers advise on timing and provide materials. In this way we enable and support parents to exercise their right and duty to educate their children in human sexuality.

d) A Balanced Approach

Whilst promoting Christian values and virtues and teaching in accordance with Church doctrine, we ensure that pupils are offered a balanced curriculum by providing an RHE programme that offers a range of viewpoints on issues.

Pupils also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. 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 ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

7. Roles and Responsibilities regarding RHE

Responsibility for Teaching the Programme

Class Teachers, liaising closely with parents, deliver RHE lessons, guided and supported by the Subject Co-ordinator, who reports regularly to the SMT.

Teachers are expected to teach RHE in accordance with the Catholic Ethos of the school and appropriate training is made available.

Senior Management Team

- draw up the RHE 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, including: Specific and Extended Learning Needs (SPEN) Policy, Anti-bullying Policy, Child Protection and Safeguarding Policy, Equal Opportunities Policy, E-Safety Policy, Health, Safety and Welfare Policy, Curriculum Policy
- ensure that parents know of their right to withdraw their children from any sex education delivered in school

Headmistress

The Headmistress takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body and parents.

RHE Co-ordinator

The Subject Co-ordinator for RHE is Mrs Finaldi. Together with the Designated Safeguarding Lead, she has a general responsibility for supporting other members of staff in the implementation of this policy and provides a lead in the dissemination of information relating to RHE and the provision of in-service training.

All Staff

RHE involves the whole school. All members of staff have a responsibility of care. They are role models for pupils of good, healthy, wholesome relationships between staff, other adults and pupils. In this way they contribute to: the development of pupils' personal and social skills; the guardianship and guidance of their physical, moral and spiritual well-being.

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.

8. Relationship to other Policies and Curriculum Subjects

This Relationships Education Policy is 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)

RHE lessons sit alongside our Character Development Programme, which provides additional teaching on virtues.

Pupils with particular difficulties, whether of a physical or intellectual nature, receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods are adapted to meet the varying needs of this group of pupils.

9. Children's Questions

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

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

Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care. In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents/carers if appropriate.

Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a school with a Catholic ethos.

10. Supporting children and young people who are at risk

Children also need to feel safe and secure in the environment in which RHE takes place. Effective RHE provides 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 the designated senior member of staff responsible.

11. 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 RHE 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 are 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 Child Protection & Safeguarding 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 circumstances they would have to inform others, e.g., parents, headmaster, but that the pupils would always be informed first that such action was going to be taken.

12. Monitoring and Evaluation

The RHE Co-ordinator monitors 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 through discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. The Senior Leadership Team will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Signed: L Sanders

This policy will be reviewed every 2 years	
Title	Relationships Education Policy
Version	2
Date of Review	Autumn 2022
Author	Linda Sanders
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Approval/Review required by PACT or sub-committee	Yes
Latest Review (state whether changes were made)	Yes
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Life to the Full

A programme for Relationships, Sex and Health Education for Catholic Primary Schools

Overview

Life to the Full is a web-based programme for Catholic primary schools which embraces and fulfils the statutory curriculum for RSE which all schools must follow from 2020/21. It has the endorsement of our diocese: *"The resources are excellently produced and cover the expectations of the new framework which will be in place from September 2020."*

Sharon Docherty, Deputy Director of Religious Education, R.C. Archdiocese of Southwark.

The scheme is "media rich" and includes many engaging videos. The structure is spiral: themes and topics are revisited at each Key Stage in an age-appropriate way, building on prior learning and gradually expanding and deepening pupils' knowledge, experience, and attributes. Every lesson is grounded in Catholic faith and values – linking these to a wide range of practical life situations.

Content

The programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, understanding 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.

Structure

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, each of which is broken down into Units of Work:

Module 1 - Created and Loved by God (explores the individual)

The Christian imperative to love self, made in the image and likeness of God; the importance of valuing and understanding oneself as the basis for personal relationships.

Module 2 - Created to Love Others (explores an individual's relationships with others)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

Module 3 – Created to Live in the Community - local, national & global

(explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Further details of lesson content for each Learning Stage can be found in Appendix 2.

Parents are issued with a login, which enables them to view lesson summaries and other useful information in the Online Parents' Portal.

Appendix 2

Scheme of Work for Relationships and Health Education based on *Life to the Full* by Ten:Ten

Lessons are delivered over two six-week periods, usually during the Autumn and Spring terms. Below is a summary of content. Class Teachers work in partnership with Parents and, in advance of each series of lessons, provide a class schedule detailing what will be taught and when.



	EYFS: Nursery & Reception	KS1: Years 1&2	LKS2: Years 3&4	UKS2: Years 5&6
Module One: Created and Loved by God – explores the individual. Rooted in the teaching that we are made in the image and likeness of God, this Module helps children to develop an understanding of the importance of valuing <i>themselves</i> as the basis for personal relationships.	<ul style="list-style-type: none"> Our uniqueness in real terms Celebrate differences, talents and abilities About looking after and using our bodies The necessity of when and how to say sorry – and Jesus' forgiveness Growing up as God's plan for us 	<ul style="list-style-type: none"> We are each uniquely made by a loving God We have differences & similarities Key information about staying physically healthy Understanding feelings and emotions, including strong feelings such as anger The cycle of life from birth to old age 	<ul style="list-style-type: none"> Understanding differences Respecting our bodies Strategies to support emotional well-being including practising thankfulness Develop their understanding of life before birth 	<ul style="list-style-type: none"> Appreciation of physical & emotional differences Puberty and the physical & emotional changes that boys and girls experience, including menstruation Body image Strong emotional feelings Impact of the internet and social media on emotional well-being A more scientific understanding of life in the womb and how babies are made
Module Two: Created to Love Others – explores the individual's relationships with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into family, friendships and relationships, and teaches strategies for developing healthy relationships.	<ul style="list-style-type: none"> Different family/friend relationships Features of positive/negative behaviour in relationships The importance of saying sorry, and forgiveness within relationships Keeping Safe <ul style="list-style-type: none"> Practical ways to stay safe, inside and out Staying safe around medicines People who help us in emergencies 	<ul style="list-style-type: none"> "Special people" in their lives, who they love and can trust Coping with various social situations and dilemmas Importance of saying sorry and forgiveness in relationships Keeping Safe <ul style="list-style-type: none"> The risks of being online Difference between good and bad secrets Physical boundaries Effects of harmful substances Some basic First Aid 	<ul style="list-style-type: none"> Different family structures Strategies for developing healthy relationships with family and friends Techniques for managing thoughts, feelings and actions Keeping Safe <ul style="list-style-type: none"> Online safety Bullying & abuse Effects of drugs, alcohol and tobacco Crucial role of First Aid in emergency situations 	<ul style="list-style-type: none"> Strategies for more complex experience of relationships and conflict How to identify & respond to spoken & unspoken pressure The concept of consent How our thoughts and feelings impact on how we act Keeping Safe <ul style="list-style-type: none"> Risks of sharing and chatting online More complex understanding of different forms of abuse How drugs, alcohol and tobacco can negatively affect people's lifestyles Essential First Aid such as Dr ABC and the recovery position
Module Three: Created to Live in Community – explores the individual's relationship with the wider world. Human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.	<ul style="list-style-type: none"> God is three in one: Father, Son and Holy Spirit Each of them is loved and called to love others Learn about the different communities they are part of and the responsibilities they have towards them 	<ul style="list-style-type: none"> Understand that God is love: Father, Son and Holy Spirit Being made in His image means being called to be loved and to love others Learn about the various communities they belong to: home, school, parish, wider community, nation, global community Know that God calls us to live in community with one another 	<ul style="list-style-type: none"> Develop a deeper understanding that God is love, as shown by the Trinity Understand that the human family reflects the Holy Trinity in mutual charity & generosity Know that the Church family comprises home, school and parish Catholic Teaching on what it means to work for the Common Good 	<ul style="list-style-type: none"> Know that God is Trinity – a communion of persons Learn that The Church is the Body of Christ Develop a deeper & richer understanding of Catholic social teaching Learn how certain charities reach out to the wider community with love