



# RHE Policy

Autumn 2024

**School Mission Statement: Treat others the way you would like to be treated yourself.**

<b>PURPOSE</b>	<p>The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, made Relationships Education compulsory for all pupils receiving primary education in 2020. Further guidance was then drafted in 2024 and remains under review. Our policy follows this guidance.</p> <p>As per the guidance, our focus is on teaching the fundamental characteristics of positive relationships, strengthening the understanding that children will be developing at home. RHE should equip pupils to recognise and report abuse.</p> <p>At CTK the content of RHE, taught as part of a broader PSHE curriculum, will enable us to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.</p> <p>Our RHE policy is based upon the Model Policy for Relationships and Sex Education Policy by the Catholic Education Service. The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of our school's approach to RSHE.</p>
<b>CONSULTATION PROCESS</b>	<ul style="list-style-type: none"><li>• 'Life to the Full' scheme by Ten:Ten was then selected to provide Catholic RHE curriculum after attending Diocesan introductory workshop on the scheme and online consultation with Head, Deputy and RE Lead.</li><li>• Teachers, HLTAs and SLT participated in online training to understand the structure and content of the program.</li><li>• Scheme and policy was shared with Governors and Staff.</li><li>• Parents were invited to an online consultation in June 2020 (due to COVID-19) which outlined the content of the scheme and were able to view scheme slides and videos in order to make school decision about content. The link to the online portal remains active on the school website.</li><li>• Key decisions were consulted upon including: determination made about content of Year 2 – use of external genitalia language ((for safeguarding purposes); Year 4 - puberty content and forms of abuse information; and Year 6 – How babies are made lesson (links with NC science content on reproduction). Parents were then asked to respond to an online survey about the scheme and those key decision points at Years 2, 4 and 6.</li><li>• Consultation and survey released again in October.</li><li>• Policy ratified by the governors.</li></ul>
<b>DISSEMINATION and IMPLEMENTATION</b>	<p>The draft policy was given to all members of the Governing Body, SLT and all teaching members of staff. Copies of the document will be available to all parents on the school website.</p>

	<p>This policy will be reviewed every two years by the Head teacher, RHE Co-ordinator, the Governing Body and Staff. The next review date is Autumn 2026.</p>
<p><b>RATIONALE AND DEFINITION OF RHE IN A CATHOLIC SCHOOL</b></p>	<p>DfE guidance states that <i>“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”</i><sup>1</sup>. It is about the development of the pupil’s knowledge and understanding of her or him 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 <i>“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.”</i><sup>2</sup> This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.</p> <p><sup>1</sup>Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4  <sup>2</sup>Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19  <b>CES A Model Policy for Relationships and Sex Education 2016 Revised 2020</b></p>
<p><b>STATUTORY CURRICULUM REQUIREMENTS</b></p>	<p>We are legally required to teach those aspects of RHE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RHE go further:</p> <p><i>‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.10.10)</i></p> <p>We are involved in relationships and sex 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 RHE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.</p> <p>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. RHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.</p> <p>Following the guidance of the Bishop of England and as advocated by the DfE, RHE will be firmly embedded in the PSHE 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.</p> <p>All RHE 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.</p>

<b>VALUES AND VIRTUES</b>	<p>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 the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.</p>
<b>AIMS AND OBJECTIVES</b>	<p>As A Catholic school, we are devoted 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. Therefore, we commit ourselves in partnership with parents, to provide children and young people with a <i>“positive and prudent sexual education”</i><sup>(Gravissimum Educationis 1)</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person. Our intent is that children are equipped with the knowledge for today and tomorrow that enables them to understand their place in the wider society. We aim to build resilience and encourage a positive mindset and confidence.</p> <p><b>Objectives</b></p> <p>To develop the following <b>attitudes and virtues</b>:</p> <ul style="list-style-type: none"> <li>• reverence for the gift of human sexuality and fertility;</li> <li>• respect for the dignity of every human being – in their own person and in the person of others;</li> <li>• joy in the goodness of the created world and their own bodily natures;</li> <li>• responsibility for their own actions and a recognition of the impact of these on others;</li> <li>• recognising and valuing their own sexual identity and that of others;</li> <li>• celebrating the gift of life-long, self-giving love;</li> <li>• recognising the importance of marriage and family life;</li> </ul> <p>To develop the following <b>personal and social skills</b>:</p> <ul style="list-style-type: none"> <li>• making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;</li> <li>• loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;</li> <li>• managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;</li> <li>• managing conflict positively, recognising the value of difference;</li> <li>• cultivating humility, mercy and compassion, learning to forgive and be forgiven;</li> <li>• developing self-esteem and confidence, demonstrating self-respect and empathy for others;</li> <li>• 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;</li> <li>• assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.</li> </ul> <p><b>To know and understand:</b></p>

	<ul style="list-style-type: none"> <li>the Church's teaching on relationships and the nature and meaning of sexual love;</li> <li>the Church's teaching on marriage and the importance of marriage and family life;</li> <li>the centrality and importance of virtue in guiding human living and loving;</li> <li>the physical and psychological changes that accompany puberty;</li> <li>the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;</li> </ul>				
<b>RESOURCES, TEACHING AND CONTENT</b>	<p>The following is taken from the 2024 DfE guidance in Relationships Education in Primary School:</p> <table border="1"> <tr> <td><b>Families and people who care for me</b></td><td> <p>Pupils should know</p> <ol style="list-style-type: none"> <li>that families are important for children growing up because they provide love, security and stability.</li> <li>the characteristics of healthy family life, including commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>that stable, caring relationships are at the heart of happy families, and are important for children's security as they grow up.</li> <li>that marriage<sup>15</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ol> </td></tr> <tr> <td><b>Caring friendships</b></td><td> <p>Pupils should know</p> <ol style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it.</li> <li>the characteristics of healthy relationships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>how to recognise relationships that are less positive</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ol> </td></tr> </table>	<b>Families and people who care for me</b>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>that families are important for children growing up because they provide love, security and stability.</li> <li>the characteristics of healthy family life, including commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>that stable, caring relationships are at the heart of happy families, and are important for children's security as they grow up.</li> <li>that marriage<sup>15</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ol>	<b>Caring friendships</b>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it.</li> <li>the characteristics of healthy relationships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>how to recognise relationships that are less positive</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ol>
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	<ol style="list-style-type: none"> <li>6. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, how to manage conflict, and that resorting to violence is never right.</li> <li>7. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to handle these situations, and how to seek help or advice from others, if needed.</li> </ol>		
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- From the very start, the programme acknowledges that families are made up differently (including single-parent families, blended families, step-parents, carers, etc) and it celebrates the family unit in whatever form it takes;
- As a school, we will build on this teaching, depending on the cohort, to ensure that every child is assured, and their family background is affirmed;
- In Upper Key Stage Two, the presenters on film say that some children have “two mums and two dads” as part of a list of different family set-ups – this is the only explicit reference to same-sex relationships in the programme;
- The programme does not explicitly refer to transgenderism;
- The programme emphasises very strongly the dignity of every person as being created and loved by God – it examines difference and bullying, but does not explicitly highlight LGBT people within this context
- The only reference to sexual intimacy is in the optional UKS2 session ‘Making Babies: Part 2’. In this session, sexual intimacy is discussed within the context of

Through Relationships Education, schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children

The DfE suggests that through Relationship Education , schools can help prevent abuse and protect children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse. This will be done by focusing on boundaries and privacy (using resources such as the PANTS campaign from NSPCC), ensuring children are taught that they have rights over their own bodies, understand consent and know how to report concerns or seek advice.

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Through RHE and science, we will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Sex education is not compulsory in primary schools, but the Department recommends that primaries teach sex education in years 5 or 6 (we have chosen Y6) in line with what pupils learn about conception and birth as part of the national curriculum for science. The national curriculum for science includes

	<p>subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.</p> <p>The following ground rules will be established:</p> <ul style="list-style-type: none"> <li>• Teachers should not enter into discussions about personal issues and lifestyles (either their own or the pupils);</li> <li>• No one (child or adult) has to answer a personal question;</li> <li>• Nobody is forced to take part in discussions of sensitive issues;</li> <li>• In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts (unintended use of slang terms by pupils should be corrected but not punished);</li> <li>• Meanings of words are explained in a sensible and factual way.</li> </ul> <p><i>This policy complements the PSHE, Bullying, Child Protection, RE and Science policies.</i></p>
<b>ASSESSMENT</b>	<p>Each Unit of sessions has one simple Assessment Activity associated with it. These activities take into account the Learning Objectives of the sessions within the Unit and provide evidence that learning has taken place. These Assessment Activities vary in style: sometimes they are questionnaires, sometimes creative exercises.</p>
<b>MENTAL HEALTH AND WELLBEING</b>	<p>DfE guidance states that the focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing as part of general well-being.</p> <p>Pupils will be taught about the benefits of daily exercise, good nutrition and sufficient sleep, and given the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.</p> <p>They will be taught about the benefits of balancing time spent on and offline and why social media, computer games and online gaming have age restrictions. Through RHE and e-safety lessons, students will be equipped to manage common difficulties encountered online and know how to report any concerns</p>
<b>PARENTS AND CARERS</b>	<p>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. Therefore the school will support parents and carers by providing material to be shared with their children at home, if needed. Parents/carers will be informed by email 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.</p> <p>They will be able to view the resources used by the school in the RHE programme.</p>



	<p>Parents have <b><i>the right to withdraw</i></b> their children from any sexual education lessons <b>except</b> those elements which are required by the National Curriculum science including puberty and sexual reproduction. At Christ the King, our RHE program only includes these elements. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.</p>
<b>INCLUSION AND EQUALITY</b>	<p><b>INCLUSION</b></p> <p>We will ensure RHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught 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. Teachers are aware that pupils with SEND may be more vulnerable than their peers.</p> <p><b>EQUALITIES OBLIGATIONS</b></p> <p>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, sex, gender identity, religion or sexual orientation or whether they are looked after children.</p>
<b>TEACHING AND OTHER ROLES AND RESPONSIBILITIES</b>	<p><b>Program Coordinators</b></p> <p>The members of staff responsible for the co-ordination, development, monitoring and evaluation of RHE are Karina Hassan (RHE/PD Lead) and Lindsay Barker (DHT)</p> <p><b>All Staff</b></p> <p>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 are expected to teach RHE within the Catholic Ethos of the school. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils.</p> <p><b>Head teacher</b></p> <p>The Head teacher 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, also appropriate agencies.</p> <p><b>Governors</b></p> <ul style="list-style-type: none"> <li>• Consult on the RHE policy;</li> <li>• Ensure that the policy is available to parents;</li> <li>• Ensure that the policy is in accordance with other whole school policies;</li> <li>• Ensure that parents know about right to withdraw their children;</li> </ul>

	<ul style="list-style-type: none"> <li>• Establish a link governor (Julie Forshaw) to share in the monitoring and evaluation of the programme, including resources used;</li> <li>• Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RHE within PSHE.</li> </ul>
<b>HANDLING DIFFICULT QUESTIONS</b>	<p>Governors and teachers are in agreement that teachers should answer all children's questions relating to relationship education in an open and factual way, taking into consideration the age, family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature. Where relevant, factual answers should be set in the context of the teachings of the Church. While promoting Catholic values and virtues in accordance with the Catholic Church's teaching, our RHE and PSHE programs will offer a range of viewpoints on issues and clear scientific information. The governors 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 further suggest that children speak to their trusted adult/ parent if any questions cannot be answered in school.</p>
<b>EVALUATION AND MONITORING</b>	<p>The PD/RHE Lead (KH) will monitor the provision of the various dimensions of the programme by ensuring coverage with an LTP and monitoring of learning through sampling evidence of work and through pupil voice. Governors remain ultimately responsible for the policy.</p>
<b>SAFEGUARDING</b>	<p>Children will also need to feel safe and secure in the environment in which RHE takes place. Effective RHE 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 the DSL, Joanne Procter (or deputies –Karen Head, Jenny Kilfoyle and Lindsay Barker).</p>

<b>CONFIDENTIALITY</b>	<p>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.</p> <p>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.</p> <p>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 (in line with the Child Protection Policy). Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.</p>
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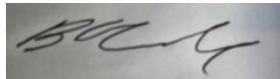
Based on 2020 Catholic Education Service model policy with due regard for DfE guidance 2024



Signed by: \_\_\_\_\_

Date: 14/11/2024

Headteacher



Signed by: \_\_\_\_\_

Date: 14/11/2024

Chair of governors

**Policy to be reviewed: Autumn 2026**