



Learning, Growing
and Living with Jesus

St. ANTHONY'S CATHOLIC PRIMARY SCHOOL & NURSERY

In the Diocese of Northampton

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"The glory of God is
a human being fully alive"

Relationship Health Education (RHE) Policy

2024

Last Reviewed: November 2024

To be reviewed: November 2026

St Anthony's Catholic Primary School & Nursery has a commitment to safeguarding, and the welfare and wellbeing of children.

St Thomas Catholic Academies Trust; Registered Company Number: 9660515
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School Mission

St. Anthony's Catholic Primary School and Nursery is a faith community built upon the Gospel values of love, compassion, mercy and trust. We follow the teaching of the Catholic Church, through celebration of the Liturgy and in following the values taught in the Gospel of Jesus and our school's Mission Statement:

'Learning, Growing and Living with Jesus'

This Policy has been developed in accordance with the UN Convention on the Rights of the Child (UNCRC). This convention establishes and builds shared values for Rights and how we respect the rights of others throughout the whole school. The UNCRC initiative firmly underpins the Vision and Mission statements, from which a culture and ethos is generated that supports the spiritual development of all involved in the community. Article 13 of the UNCRC states that all children have the right to get and share information as long as it does not harm them.

As a school we aim to:

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

Our Mission Statement

'Learning, growing and living with Jesus'

This is the foundation on which everything is built and underpins our curriculum, policies, procedures and practices.

Our Vision

We are an inspirational school: We are *inspired*, we *aim to inspire* and we *seek to be inspirational* in the following ways;

LEARNING

- We are *inspired* and empowered by the teachings of Jesus.
- We *aim to inspire* a passion for life-long learning.
- We *seek to be inspirational* by embracing curiosity, creativity and challenge.

GROWING

- We are *inspired* in the knowledge that we are unique and created in the image of God.
- We *aim to inspire* by showing love, respect and kindness.
- We *seek to be inspirational* by living Christ-centred, faith-filled lives.

LIVING

- We are *inspired* by our commitment and service to God.
- We *aim to inspire* by welcoming and celebrating diversity, culture and inclusion.
- We *seek to be inspirational* through active global citizenship.

Rationale and Definition of RHE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(John.10.10)

At St Anthony's we use the term 'relationship and health education' as we believe growing a happy and fulfilled life is our aim for our pupils. The defining belief of Christianity is that we are formed in the image of God, and that we have been endowed with an extraordinary human dignity and unique characteristics that make us all special and worthy of all the gifts that life can provide. To this end, our pupils need to understand their own human worth, and that of others.

In line with the teachings of the Church on relationships, family life, marriage and sex, we promote an ethos of love, care and acceptance of others. At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in a 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.

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

As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to “Love your neighbour as yourself” (Mark 12:31). This is the basis for all relationships in our school.

The DFE guidance defines RHE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. 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. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

Objectives

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;
- 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;

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, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;

Outcomes

Inclusion and Differentiated Learning

At St Anthony's we will ensure RHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity, personal circumstances and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. 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. Learning and teaching methods may need to be adapted and specialist resources and training may need to be provided for those with particular needs.

Equalities obligations

The Local Academy Committee have wider responsibilities under the Equality Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of age, disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation, whether they are children looked-after or any other protected characteristics.

Broad of Content of RHE

Cross-curricular

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

'Life to the Full' is a fully resourced Scheme of Work in Relationships Education 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 age throughout their school life.

The programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body that include the scientific names for these body parts, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, 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. Our 'Life to the Full' programme will cover:

Module 1: Created and Loved by God

- Religious Understanding
- Me, My Body, My Health
- Emotional Well-Being
- Life Cycles

Module 2: Created to Love Others

- Religious Understanding
- Personal Relationship
- Keeping Safe

Module 3: Created to Live in Community

- Religious Understanding

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- Living in the Wider World

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. Therefore, the school will support parents and carers by providing an online Parent Portal where they can access the online media sessions.

Parents/Carers will be informed by letter 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.

In the case where any concerns or questions arise, these can be discussed with the class teacher.

Sex Education

At St. Anthony's sex education is taught using the TenTen 'Life to the Full' resource to support pupils' learning and understanding within a Catholic context. Sex education is taught in Year 6, and the resources are available for parents to view prior to the lessons being delivered. Parents/carers continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science order. Any parents who wish to do so should make an appointment to discuss this with the Headteacher. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance for further details on the right to be excused from sex education.

Difficult Questions

All RHE content will be taught sensitively with the use of age-appropriate resources. Children are naturally curious and may have questions that are difficult to answer in a whole-class setting. Teachers will avoid giving their own opinions or judgements and will answer questions about the statutory content of the RHE curriculum in a factual way. It may not be appropriate to answer all questions, and parents will be kept informed if their child has asked a question that may require further discussion. The aim is that children are given correct information, and not dissuaded from asking questions, rather than looking to the internet or other unregulated sources of information for answers. Teachers will be expected to teach RHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RHE. All staff have been informed of this policy and all staff should be aware of the policy and how it relates to them.

Supporting children and young people who are at risk

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 a 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 and Safeguarding team.

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 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 circumstances 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.

Monitoring, Evaluation and Review

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The PSHE/RHE 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 during the implementation period by means of examining samples of pupils' work, questionnaires/ assessments given to pupils, and / or by discussion with pupils, staff and parents/carers. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. This policy will be reviewed every 2 years.

for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects.

Difficult and Controversial Questions

All RHE content will be taught sensitively with the use of age-appropriate resources. Children are naturally curious and may have questions that are difficult to answer in a whole-class setting. Teachers will avoid giving their own opinions or judgements and will answer questions about the statutory content of the RHE curriculum in a factual way. It may not be appropriate to answer all questions, and parents will be kept informed if their child has asked a question that may require further discussion. We meet with parents annually, to ensure that they are well-informed about what their child will be learning. We aim to work with parents and to keep them well-informed. This will take the form of inviting parents into school to view the lesson information and to ask any key questions, in advance of the lessons being taught. Parents will be notified that it is their statutory right to withdraw their child for certain elements of the curriculum, however we will encourage them to allow children to learn the content at school with their peers, to enable them to ask questions in a safe, informed environment.

Pupils are best educated, protected from harm and exploitation by discussing such issues openly within the context of the Relationships and Health Education programme. The use of ground rules in the classroom will help to create a supportive climate for discussion.

Policy Impact and Review

Impact

To monitor the impact and effectiveness of the programme of study, observations and 'book looks' will take place. The impact will be that pupils leave the primary phase as socially-rounded individuals, emotionally and physically ready for the next stage in their development.

Review

The following groups will be consulted as part of producing this policy: -

- Staff
- Governing Body
- Parents
- Diocesan Education Service

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

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