

ST. GABRIEL'S CATHOLIC PRIMARY SCHOOL
RELATIONSHIPS and HEALTH EDUCATION POLICY



Adopted: October 2025

To be reviewed: October 2026

MISSION STATEMENT

Our partnership stands as a witness to the life of Christ in our schools through our shared Gospel values and a commitment to the common good.

In this policy the Governors and teachers, set out their intentions about relationships and health education (RHE). We set out our rationale for and approach to relationships and health education in the school.

This policy has been devised with the partnership schools of the Lichfield and Tamworth Primary Schools Partnership. Consultation has taken place through:

- consultation with school governors and headteachers
- introduction of RHE curriculum content with staff and pupils
- consultation with wider school community

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Summer term 2021, and reviewed in June 2023 and July 2025. This policy will be reviewed every 2 years by the Head teacher, RHE Lead, the Governing Body and Staff. The next review date is Summer term 2027.

Dissemination

This policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Details of the content of the RHE curriculum will also be available to parents and published on the school's website.

Definition of relationships and health education

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RHE which are statutory parts of National Curriculum Science. Relationships education, Relationship and health education became compulsory in September 2021.

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, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

We are involved in relationships and health education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

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 and support will be provided to help pupils deal with different sets of values.

VALUES AND VIRTUES

Our programme encompasses 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. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RHE AND OUR SCHOOL MISSION STATEMENT

In our St. Gabriel's family, we respect everyone, learn together and grow with Jesus. Our Mission Statement commits us 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.

Objectives

To develop the following attitudes and virtues:

- respect for the dignity of every human being - in their own person and in the person of others;
- joy in the goodness of the created world and their own bodies;
 - keeping their own bodies safe and healthy
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising the importance of marriage and family life;

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.

To **know and understand**:

- the Church's teaching on relationships;

- the Church's teaching on marriage and the importance of marriage and family life;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction.

INCLUSION AND DIFFERENTIATED LEARNING

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 and it 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 online bullying), use of prejudice-based language and how to respond and ask for help.

EQUALITIES OBLIGATIONS

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

BROAD CONTENT OF RHE

Three aspects of RHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three interrelated ways: the whole school ethos; a cross-curricular aspect and a specific relationships and health curriculum.

Our programme will cover:

- Me, My Body, My Health
- Emotional wellbeing
- Life Cycles
- Personal Relationships
- Keeping Safe
- Living in the Wider World

PROGRAMME / RESOURCES

The programme and resources we will use will be taken from the 'TenTen' *Life to the Full* programme. See Appendix 1 for programme overview. See the school website for resources. Parents can access the programme through an online parent portal.

Teaching strategies will include:

- establishing ground rules
- discussion

- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- values clarification

Children's learning will be assessed at the beginning and the end 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. Therefore the school will support parents and carers by providing material to be shared with their children at home. Parents/carers will be 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.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

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 an RHE programme that 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 RHE. 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 the specific relationships and health education programme lies with the relevant curriculum staff; this will normally include science, religious education, physical education, RHE and PSHE.

However, all staff will be involved in developing the attitudes and values aspect of the RHE programme. They will be role models for pupils of good, healthy, wholesome relationships as 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 call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE. 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. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RHE

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.

RHE Leader

The RHE leader with 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 RHE and the provision of in-service training.

All Staff

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 RHE in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff teaching RHE. Staff have been 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 RHE policy is to be delivered and include guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

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

CHILDREN'S QUESTIONS

St. Gabriel's wants 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.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., 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 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 designated safeguarding lead.

CONFIDENTIALITY AND ADVICE

All governors, teachers, support staff and parents 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 health, 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 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. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, Headteacher, but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND EVALUATION

The RHE leader will monitor the provision and at regular intervals. The programme will be evaluated biannually and the results of the evaluation should be reported to staff and Governors and their suggestions sought for improvements. Evaluations and suggestions should

be considered before amending or evaluating the policy. Governors remain ultimately responsible for the policy.

Appendix 1

Programme Pathway #2

2-year cycle over 3 terms

This Programme Pathway delivers the programme over 3 terms on a 2-year cycle. This means that the learning stages (EYFS,

KS1, LKS2 and UKS2) are spread over 2 years and there is very little repetition of content year-on-year.

The advantage to this Programme Pathway is that it can be comfortably timetabled into your school curriculum with time and

space for extended learning where necessary. Please make use of the Extended Learning activities.

The disadvantage of this Programme Pathway is that many topics are only covered once every 2 years and this may be to the

detriment of the developmental learning required for children as they grow. For example, children may explore puberty at a basic

level in Year 4 but not return to it again until Year 6.

Please note, in this Pathway:

- Pre-school, Year 1, 3 and 5 undertake 'Module 2: Created to Love Others'
- Reception, Year 2, 4, and 6 undertake 'Module 1: Created and Loved by God'
- All years to undertake sessions from 'Module 3: Created to Live in Community'.

The Gospel story sessions in Module One and the Trinity story sessions in Module Three are run every year as they are

foundational to the Religious Understanding taught in the programme.

See below for the Programme Pathway

EYFS

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others			Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
EYFS	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Handmade With Love	Session 1 I Am Me	Session 1 I Like, You Like, We All Like!	Session 1 Growing Up	Session 1 Role Model	Session 1 Who's Who?	Session 1 Safe Inside and Out	Session 1 God is Love	Session 1 Me, You, Us
		Session 2 Heads, Shoulders, Knees and Toes	Session 2 All the Feelings!			Session 2 You've Got A Friend In Me	Session 2 My Body, My Rules	Session 2 Loving God, Loving Others	
		Session 3 Ready Teddy?	Session 3 Let's Get Real			Session 3 Forever Friends	Session 3 Feeling Poorly		
							Session 4 People Who Help Us		

Key Stage 1	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Let the Children Come	Session 1 I am Unique	Session 1 Feelings, Likes and Dislikes	Session 1 The Cycle of Life	Session 1 God Loves You	Session 1 Special People	Session 1 Being Safe	Session 1 Three In One	Session 1 The Communities We Live In
		Session 2 Girls and Boys	Session 2 Feeling Inside Out	Session 2: Beginnings and Endings Updated: Jan 2023		Session 2 Treat Others Well...	Session 2 Good and Bad Secrets	Session 2 Who is My Neighbour?	
		Session 3 Clean and Healthy (My Body)	Session 3 Super Susie Gets Angry			Session 3 ...and Say Sorry	Session 3 Physical Contact Updated: Jan 2023		
							Session 4 Harmful Substances		
							Session 5 Can You Help Me? (Part 1)		
							Session 6 Can You Help Me? (Part 2)		

**Lower
Key
Stage
2**

Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
Story Sessions Get Up!	Session 1 We Don't Have to Be the Same	Session 1 What Am I Feeling?	Session 1 Life Cycles	Story Sessions Jesus, My Friend	Session 1 Friends, Family and Others...	Session 1 Sharing Online	Session 1 A Community of Love	Session 1 How Do I Love Others?
Session 2 The Sacraments	Session 2 Respecting Our Bodies	Session 2 What Am I Looking at?	Session 2 A Time for Everything Updated: Jan 2023		Session 2 When Things Feel Bad	Session 2 Chatting Online	Session 2 What is the Church?	
	Session 3 What is Puberty?	Session 3 I am Thankful				Session 3 Safe in My Body Updated: Jan 2023		
	Session 4 Changing Bodies					Session 4 Drugs, Alcohol and Tobacco		
	Session 5 Male/Female Discussion Groups (optional)					Session 5 First Aid Heroes		

**Upper
Key
Stage
2**

Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
Story Sessions Calming the Storm	Session 1 Gifts and Talents	Session 1 Body Image	Session 1 Making Babies (Part 1)	Session 1 God Is Calling You	Session 1 Under Pressure	Session 1 Sharing Isn't Always Caring	Session 1 The Holy Trinity	Session 1 Reaching Out
	Session 2 Girls' Bodies	Session 2 Peculiar Feelings	Session 2 Making Babies (Part 2)		Session 2 Do You Want A Piece of Cake?	Session 2 Cyberbullying	Session 2 Catholic Social Teaching	
	Session 3 Boys' Bodies	Session 3 Emotional Changes	Session 3 Menstruation		Session 3 Self-Talk	Session 3 Types of Abuse Updated: Jan 2023		
	Session 4 Spots and Sleep	Session 4 Seeing Stuff Online	Session 4 Hope Beyond Death Updated: Jan 2023		Session 4 Build Others Up Published: Mar 2023	Session 4 Impacted Lifestyles		
						Session 5 Making Good Choices		
						Session 6 Giving Assistance		