

RHE (Relationships and Health Education) Policy

St. Edmund's RC Primary School
2022

Review date: Autumn 2025

Members of Staff responsible: PSHE Leader, Head teacher, Governing Body.

This policy complies with the statutory guidance laid out in the 'Relationships Education, Relationships and Sex Education (RHE) and Health Education document and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
 - Child Protection and Safeguarding Policy
 - First Aid and Medical Policy
 - SEN, Disability and Inclusion Policy
 - A model policy for Relationships and Sex Education-CES
 - PSHE policy

Definition of RHE

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 is 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". The three aspects of RHE –attitudes and value, knowledge and understanding and personal and social skills will be provided in three inter-related ways: a whole school ethos, a cross curricular dimension and a specific relationships and sex curriculum.

Description of School

St. Edmund's is a two-form primary school serving the Catholic parish of The Most Precious Blood & St Edmund (St. Edmund's), Edmonton, Archdiocese of Westminster. It is situated in North London in the Borough of Enfield. The pupils come from varied socio-economic backgrounds. There is a wide ethnic mix, with a substantial number of pupils coming from families with African roots, Nigerian and Ghanaian pupils being the biggest groups covering 97%. The % of pupils speaking English as an additional language is 72%. The number of pupils with SEN support 20%. The percentage of pupils eligible for Free School Meals is 36%.

The ethos of the school is summed up in the Mission Statement:

St Edmund's Catholic Primary School is a community of faith where we aim to keep Christ at the centre of everything we do. We celebrate the uniqueness of every individual, nurturing them to achieve their full potential. Our understanding and experience of the love of God grows through our way of living, behaving, learning and teaching, which is inspired by Jesus.

Rationale

"I have come that you may have life and have it to the full" (Jn.10.10)

We are involved in relationships and sex education because of our Christian beliefs about God and 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 all Catholic schools. Our approach to RHE is therefore rooted in the Catholic's 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 are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflecting God's beauty and sharing in the divine creativity. RHE, therefore, will be placed within the context of a relationship as it is there that sexuality grows and develops. All RHE will be in accordance with the Church's moral teaching. It will emphasize the central importance of marriage and the family while acknowledging that all pupils have a fundamental right to have their life respected whatever house hold they come from and support will be provided to help pupils deal with different sets of values.

The objectives of this specific policy are:

- To encourage pupil's growth in self-respect, acknowledging we are all created in the likeness of God
- To help pupils develop an understanding that love is the central basis of relationships
- To help pupils to understand the nature of relationships and to encourage them to develop pupils' confidence in talking, listening and thinking about feelings and relationships
- To help pupils acquire the skills necessary to develop and sustain relationships
- To ensure that pupils protect themselves and ask for help and support when needed
- To ensure that pupils are prepared for puberty
- To help pupils to develop a healthier, safer lifestyle
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom of God.
- to support parents in their duty to educate their children in matters of human love, based on the teaching of the Catholic Church

Relationship and Health education encourages:

- 1. respect for self**
- 2. respect for others**
- 3. responsibility for one's actions**
- 4. responsibility for family, friends, school and the wider community**

The role of parents

"The Church has always recognised that it is the privilege and the responsibility of the parents to educate and inform their children in all matters pertaining to personal growth and development, particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes." (Bishop's Low Week Meeting 1994)

As a school community we fully subscribe to this view. We are committed to working with parents and carers, and will consult and support parents as much as possible. We recognise that parents and carers 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. Our school is aware of the potentially sensitive aspects of PSHE and parents will be informed by letter when these aspects will be covered in order that they can be prepared to talk and answer questions about their children's learning. Staff are ready to listen to parents queries and discuss ways in which parents can support their children. We aim to answer children's questions openly and honestly but reserve the right to refer the matter back to parents. All teachers have guidance about this.

Values and Virtues

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

Scheme of Work

Our RHE programme will be taught following the DFE Guidance 2020 and will be part of the wider PSHE curriculum. In Key Stage 1, RHE will be addressed mainly through discussion in 'circle time' activities and has strong cross curricular links, particularly with Science and R.E. In Key Stage 2, RHE will be taught through a range of activities, including drama, role-play, discussion and literacy activities, following the DFE guidance and NC objectives.

Our programme will cover the following themes taken from the guidance:

- Relationships – exploring friendship, families and being safe.
- Health and Wellbeing – physical health and fitness, mental wellbeing, mindfulness, health and prevention, basic first aid, healthy eating, self-esteem and drugs, alcohol and tobacco, and puberty.
- Living in the Wider World – mainly covering economic awareness and the wider world (community and citizenship)-this is not statutory in the new guidance but is a valuable area of learning.

The sex education elements contained in the National Curriculum Science orders are mandatory for all pupils of primary and secondary age. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction.

The Learning and Skills Act (2000) requires that young people:

- learn about the nature of marriage and its importance for family life and the bringing up of children
- are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

Whilst promoting Catholic virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced curriculum by providing an RHE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering aspects of the law pertaining to RHE.

Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behavior 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 understanding their rights as individuals. We are legally required to teach those aspects of RHE which are statutory parts of National curriculum Science.

How is RHE taught?

This school has a programme of education for personal and social relationships which is taught in every year in a developmental manner. It is taught by the class teacher and led by the PSHE Leader. We use a wide variety of teaching approaches including audio-visual material and outside speakers where appropriate. Many of the components of knowledge, skills and understanding will be addressed through opportunities which arise as part of Science, English, Computing and RE lessons. For example, English lessons may use texts which have a PSHE base. Circle time discussions will play a central role in any work done on developing relationships and self-esteem.

There are virtually no areas of school life that potentially cannot contribute to RHE and be of benefit to the whole school and its wider communities. How a school community lives, the very relationships which develop, the sign we give as the body of Christ, where no person is more important than another – this underpins the ethos of any Catholic school. The development of positive relationships in a school, – where children are partners in the learning enterprise and where participation and inclusion are encouraged, – leads to school improvement and an effective school.

The programme of Study, aims to integrate a pupil's intellectual, spiritual, moral, emotional, psychological and physical development, thus assisting the progress towards Christian maturity.

Resources will come from a wide range of sources but all will aim to address the need to develop the children's social, emotional and behavioural skills including self-awareness, managing feelings, motivation, empathy and social skills.

Teaching strategies and Assessment

Teaching strategies can include:

- Establishing ground rules
- Discussion
- Project learning
- Reflection
- Mind-mapping
- Film and video
- Role-play

- Distancing techniques (where pupils and staff are encouraged (where possible) not to talk personally but to talk about general examples e.g. 'Many people believe that, Some people think...')

We will assess pupil's learning through a variety of ways: on-going and summative. Pupils will have a RHE book which will follow them throughout their school life at St. Edmund's. This will be used to record activities and tasks during each topic. Pupils will take part in a 'write and draw' task at the beginning and end of each unit. At the beginning of the unit, the children will be asked to record in an age-appropriate way what they know about the unit. At the end of the topic this work will be copied and the children will annotate the document showing what they now know. This will allow their teachers and anyone else to see what new understanding and facts they have gained. This will also allow us to assess the needs of different pupils.

Equal Opportunities Statement

The Equalities Act 2010 means that as a school we strive to do our best for all of our pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, gender identity, religion or sexual orientation or whether they are looked after children.

SPECIFIC ISSUES

Child Protection:

Sex and Relationships Education activities create a climate where children may disclose information which is of a Child Protection nature. All such issues and disclosures should be dealt with in line with Child Protection procedures and policy.

Parents Consultation

All parents/carers have access to an overview of the programme we follow, via the Ten Ten Parent Portal, which can be accessed online. Parents of UKS2 pupils are also invited to discuss these and to view the resources which are being used. The programme and resources are available for parents to view on request. Parents may also speak to the Class teacher, Head teacher or PSHE Lead should they have any concerns or seek clarification.

Involvement of other 'professionals'

Outside speakers, when used, will be co-ordinated by PSHE Lead / Head teacher. A teacher will always remain in the classroom when a visitor is present.

Parental withdrawal statement

Parents have the right to withdraw their children from RHE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Head-teacher. The school will provide support by providing material for parents to help the children with their learning.

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

Reviewed By: RHE/PSHE Leader, Head teacher, Governors, Summer 2020.

Appendix 1 Programme of Study: see DfE National Guidance on Relationships Education, Relationship and Sex Education (RHE) and Health Education, Ten Ten Programme of Study.

We use the Ten Ten programme of study to teach RHE and All year groups cover the same Modules seen below:

Module 1: Created and Loved by God: Unit 2: Me, my body, my health, Emotional Well-being, Life Cycles.

Module 2: Created to Love others: Unit 2: Personal Relationships, Keeping Safe,

Module 3: Created to live in Community: Unit 2: Living in the Wider world.

EYFS

M1: Unit 2: I am me, Head, shoulders, knees and toes, Ready, Teddy. Unit 3: I like, you like, we all like!, Good feelings, Bad feelings, Let's get real. Unit 4: Growing up.

M2: Unit 2: Who's who, You've got a friend in me, Forever friends. Unit 3: Safe inside and out, My body, my rules, Feeling poorly, People who help us.

M3: Unit 2: Me, You, Us.

Key Stage 1

Year 1 and Year 2

M1: Unit 2: I am Unique, Girls and Boys, Clean and Healthy. Unit 3: Feelings, Likes and Dislikes, Feeling Inside out, Super Susie gets Angry. Unit 4: The Cycle of Life.

Additional bereavement Resource: A time for everything.

M2: Unit 2 : Special People, Treat Others Well,...And say sorry.

Unit 3: Being Safe, Good secrets and safe secrets, Physical Contact, Harmful Substances, Can you help me?.

M3: Unit 2: The communities we live in.

Key Stage 2

LKS2: Year 3 and Year 4

M1: Unit 2: We don't have to be the same, Respecting our bodies. Unit 3: What am I feeling? What am I looking at? I am thankful.

Year 4 ONLY-M1 Unit 2 : What is Puberty, Changing Bodies. M1: Unit 4 : Lifecycles.

M2: Unit 2: Friends, Family and others, When things feel bad. Unit 3 : Sharing Online, Chatting Online, Safe in my Body, Drugs , Alcohol and Tobacco, First Aid Heroes.

M3: Unit 2: How do I love others?

UKS2: Year 5 and Year 6

M1: Unit 2: Gifts and Talents, Girls bodies, Boys Bodies, Spots and Sleep. Unit 3: Body Image, Peculiar Feelings, Emotional Changes, Seeing Stuff Online. Unit 4: Making Babies 1, Menstruation.

M2: Unit 2: Under Pressure, Do you want a piece of cake? Self-Talk. Unit 3: Sharing isn't always caring, Cyber-bullying, Types of abuse, Impacted Lifestyles, Making Good Choices.

M3: Unit 2: Reaching out.

Appendix 2: Responding to Sensitive Questions.

Notes for Guidance—Answering Pupils' Questions

Questions should only be invited from the children in the context of work they have been involved in – i.e. watching a video, part of a topic.

It is better to ask the children to generate questions as group and ask them to be written down. The teacher is then able to group the questions under appropriate headings.

Children should be encouraged not to use slang or family names and terms. The teacher should always use correct biological terminology. This may mean that a teacher has to interpret a question before reading it out and answering it.

Where a question is deemed inappropriate either because it is not connected to the subject matter being dealt with or because it goes beyond the scope of the school sex education policy/age/stage of development of the pupils, the teacher must either decide to:

- leave those questions to the end and invite children who have not had their questions answered to speak to the teacher.
- explain that they are only answering questions on a particular topic. In either case the most appropriate action may be for the teacher to suggest that the child asks his/her parents.

Where a child asks a question about sex, out of the context of the lessons or a related topic the teacher should speak to the child individually to try to ascertain what has prompted the question e.g. "Why did you want to know that?" The teacher can then respond in one of the ways suggested above.

Substance Misuse Policy Statement

(taken from framework provided by Enfield and Haringey Healthy Schools Programme)

Aims and Objectives of Substance Misuse Policy and Procedures:

- to inform pupils of the dangers of substance misuse through heightened awareness
- to support teachers in their delivery of a programme dealing with substance misuse
- to have strategies in place to respond to any situations arising from substance misuse for the health, safety and protection of pupils and staff

Educational aims:

We believe and support the following:

- that pupils' health and safety is respected and supported
- that all pupils have right to be helped to make choices which are informed and law-abiding
- that pupils receive information relating to substance misuse

These aims are fulfilled through aspects of the taught curriculum and in the informal curriculum. We deliver the taught curriculum mainly through RHE/PSHE, Science and English subject areas, but other opportunities to reinforce learning will occur in other parts of the teaching programme. The school actively co-operates with other agencies such as the LA to deliver its commitment to Drugs Education and to deal with incidents of substance use and misuse. Visitors who support the school will be informed of the values held in this policy.

Content headings for a Drug Education Programme:

Developing a healthy, safer lifestyle

- know about medicines, their uses and risks, safety, schools rules regarding them
- know about how their body works and how to care for it
- know that all household products, including medicines and solvents, can be harmful if not used properly (KS1),
- consider alcohol and tobacco, their general effects on the body and on behaviour
- know which commonly available substances and drugs are legal and illegal, their effects and risks (KS2)
- where to go for help with questions and concerns, in and out of school

A wide variety of teaching approaches will be used to deliver this programme in line with our Teaching and Learning Policy. These approaches will be consistent with the aims of the RHE/PSHE Policy and will ensure a balanced programme which enhances knowledge, skills and attitudes.

STORAGE AND HANDLING OF MEDICINE

Medicines are stored in the Medical Room under the supervision of the Welfare Assistant.
See First and Medical Policy

DEALING WITH SUBSTANCE RELATED INCIDENTS

In order to support our aims and objectives, members of staff will on occasion need to take action with regard to a drug-related incident. On the following pages you will find six flow charts. These flowcharts show clearly the procedures to be followed by all members of staff in the following circumstances:

1. Pupils under the influence of drugs/alcohol
2. Drugs found on the premises
3. Supplying of drugs by pupils/parents/carers
4. Parents/carers under the influence of drugs/alcohol on school premises
5. Drugs/paraphernalia found on pupil
6. Pupil's disclosure

CONFIDENTIALITY

It is not realistic to guarantee complete confidentiality to a pupil who may have problems with drugs.

The pupils should always be told what information is going to be passed on, and to whom.

If there is a risk of harm to the pupil or other people, teachers are obliged to inform the designated teacher.

If the law is being broken, the designated teacher is to be informed.

If a pupils becomes ill, medical or nursing staff need to know about all factors that may be relevant, including any suspicions of drug-taking

There is rarely any need to disclose the details of pupil's personal problems to other people, and this should never happen without the pupil's permission.

FOR PUPIL PASTORAL CARE AND SUPPORT AT RISK

Where a pupil has been identified by the staff as having experimented with drugs or as being at risk of doing so, he or she should be offered appropriate counselling and support within the school's general arrangements for the pastoral care of its students, and his or her parents informed.

Schools should be aware of the range of specialised agencies, support and counselling services available in their area which may be in a position to support an at risk pupil. The Education Welfare Service, Local Health and Social Services, and the local police all have a role to play in supporting schools' efforts.

RECORDING OF INCIDENTS

It is recommended that a record be kept of all substance misuse related incidents. Such a record, which should be anonymous, should be kept centrally by each school and is the responsibility of the designated teacher. This ensures close monitoring of the number of incidents occurring. It is for internal school use but may be forwarded to the LA and Police for statistical purposes only.

No entry of an incident should be made on the child's record until the suspected substance is confirmed by the police as illegal, and there is sufficient evidence to warrant police action.

Where it has been so confirmed it is the responsibility of the designated teacher to notify the parents (or guardians) concerned that it will be recorded on the child's record.

COLLECTING EVIDENCE

The law permits school staff to take possession of a substance suspected of being a controlled drug for the purposes of protecting a pupil from harm and committing the offence of possession. The substance should be handed to the police who will be able to identify if it is an illegal drug; school staff should not attempt to analyse or taste an unidentified substance. It is open to a member of staff to search a student's desk or locker where he or she has reasonable cause to believe it contains unlawful items. Where pupils are suspected of concealing illegal drugs on their person, every effort should be made to secure the voluntary production of any unlawful substances by, for example, asking them to turn out their pockets. Given the seriousness of this matter and the potential risk to health and safety of pupils, it is probably reasonable for the designated teacher, when interviewing a pupil, to ask that pupil to make his/her bags available for inspection. The teacher must be careful to ensure that there is no opportunity for allegations of assault or improper conduct to arise, and therefore, a witness should be in attendance at any interview. If the student refuses, the student should be detained under supervision while the police are called in to deal with the situation. Intimate physical searches should never be made by a teacher. The powers to search by the police are clearly defined in law.

Dealing with the media

When faced with media interest, it is important that the school seeks advice from the LA press officer and in this school the diocesan press officer. When the police are involved their press office will also be informed and will liaise with the LA press office and school. The point should be made that procedures outlined in the school policy and adopted by the governing body are being followed. The head teacher should not go into any details before contacting the chair of governors and parents of pupil(s) involved.

WORKING WITH OUTSIDE AGENCIES

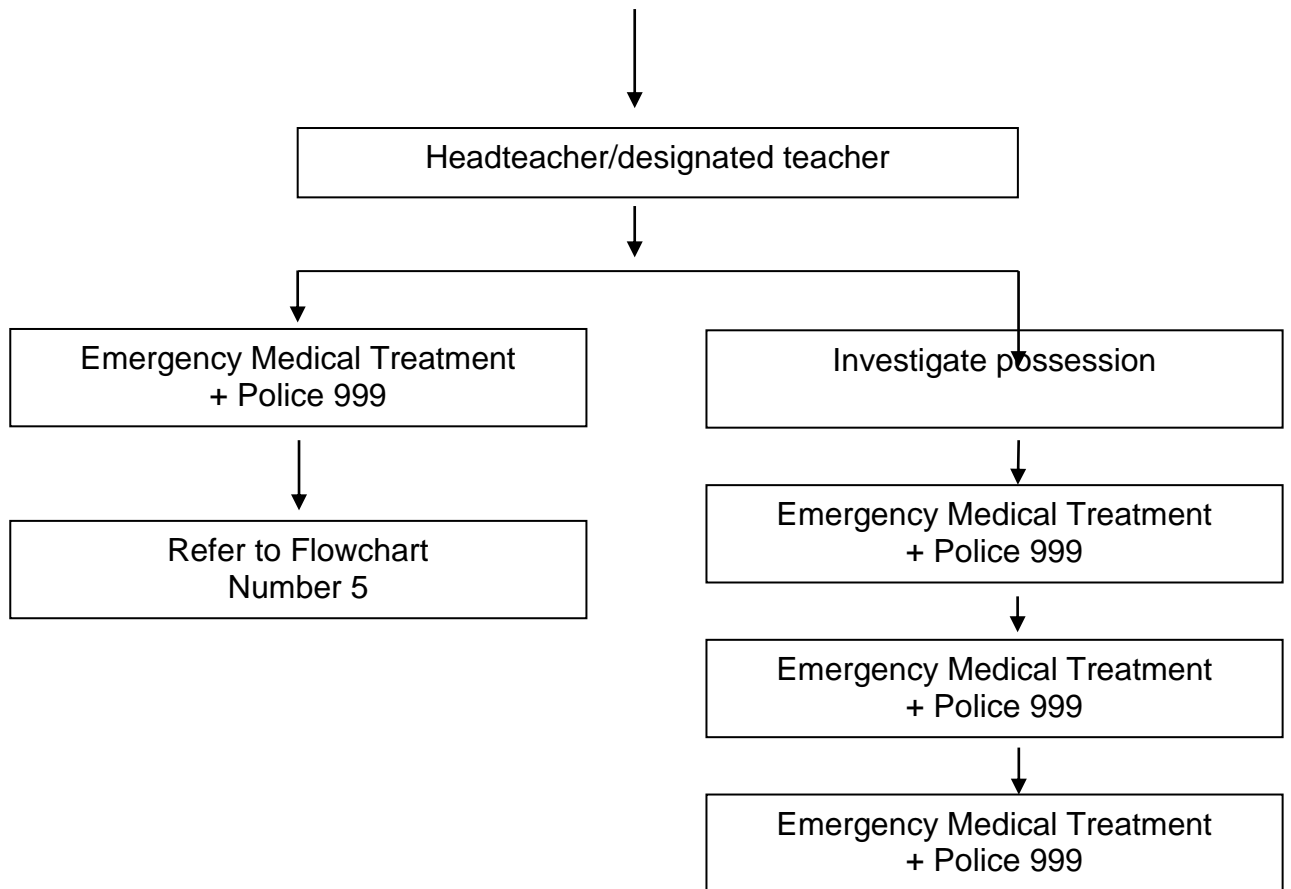
Outside agencies will, at various times be involved with regard to substance misuse.

The following guidelines should be followed:

- Visits by outside agencies will be co-ordinated by the designated teacher, or where part of the RHE or PSHE Curriculum by the Leader responsible, who will inform the designated teacher.
- Outside agencies working in schools should be sent a copy of the school policy and expected to follow school procedures.
- Outside agencies will be invited to have input in the school curriculum provided that the input is educationally sound and supports the educational aims as described in the policy.

FLOW CHART 1

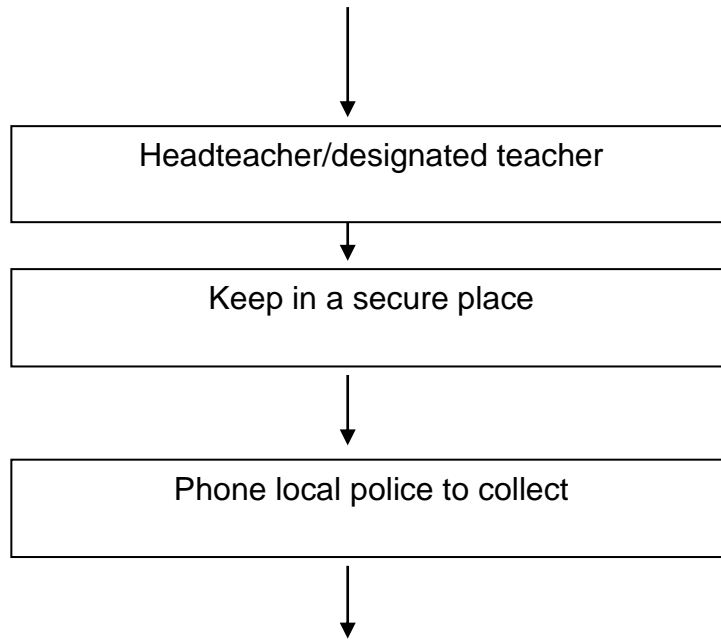
Pupils under the influence of drugs/alcohol



Inform LA Advisor of any incident reported to Police 999/EWO

FLOW CHART 2

Drugs found on premises

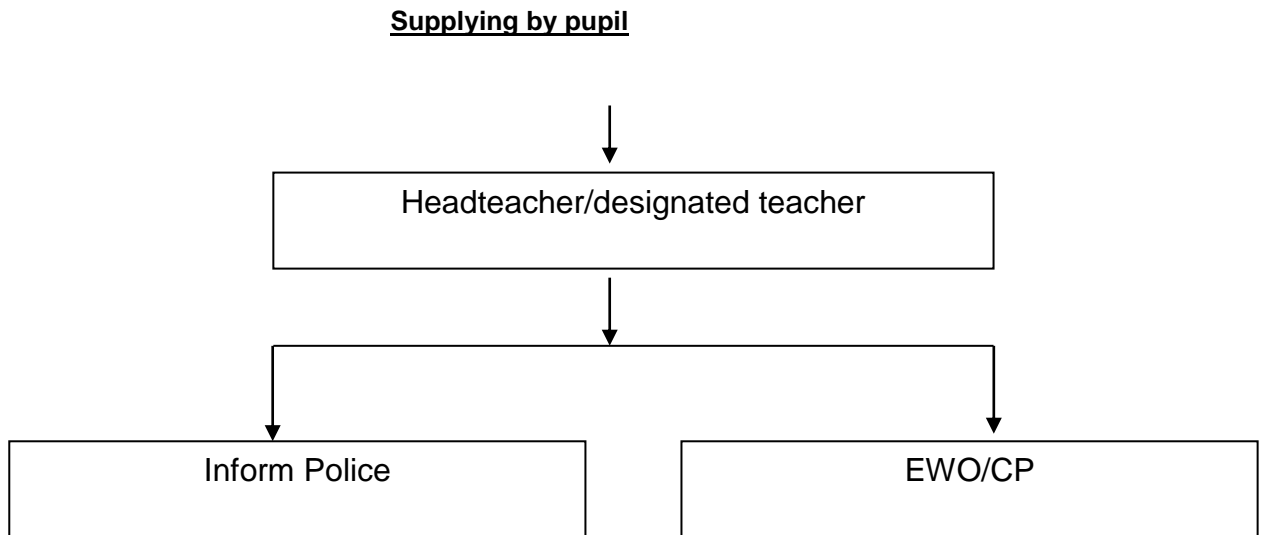
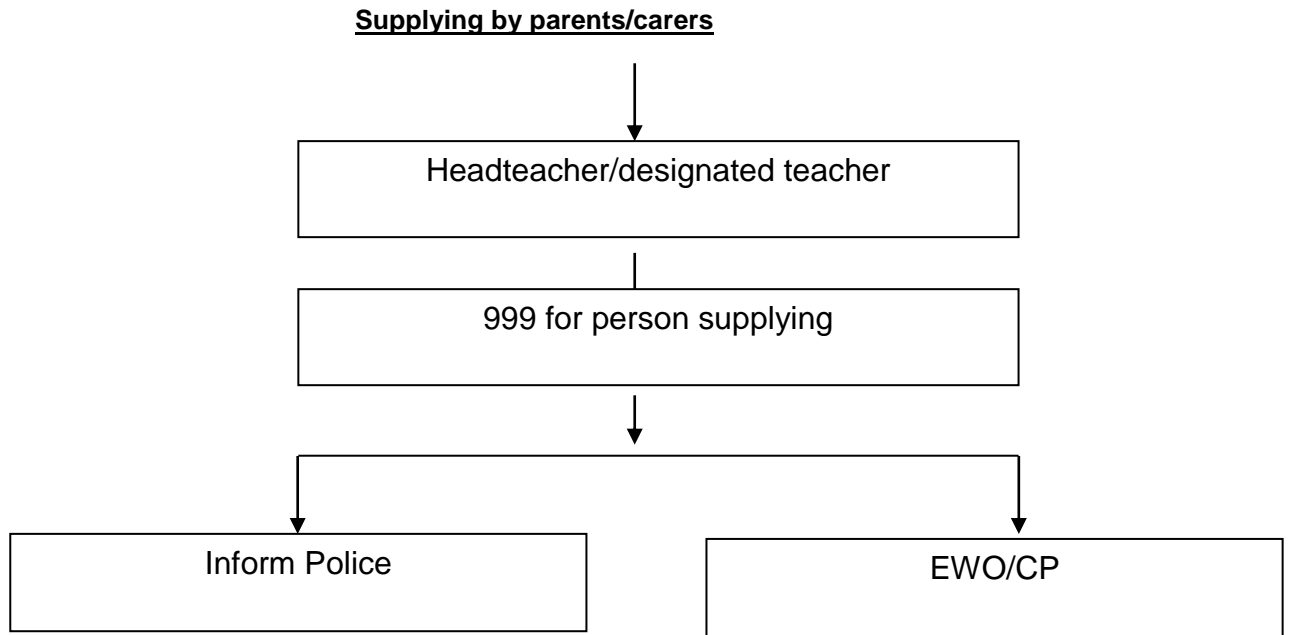


Drugs Awareness

Do not touch, sniff, handle

Inform LA Advisor of any incident reported to Police 999/EWO

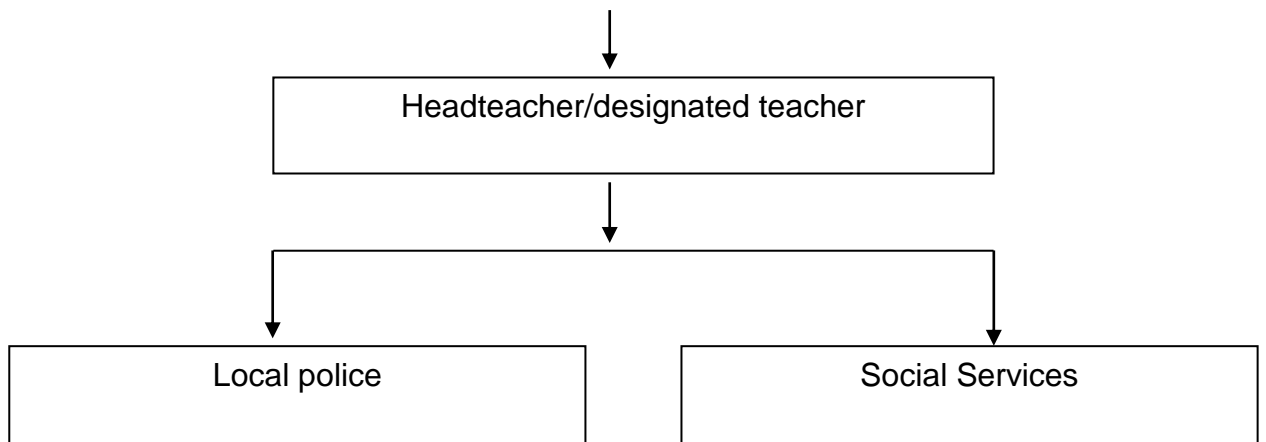
FLOW CHART 3



Inform LA Advisor of any incident reported to Police 999/EWO

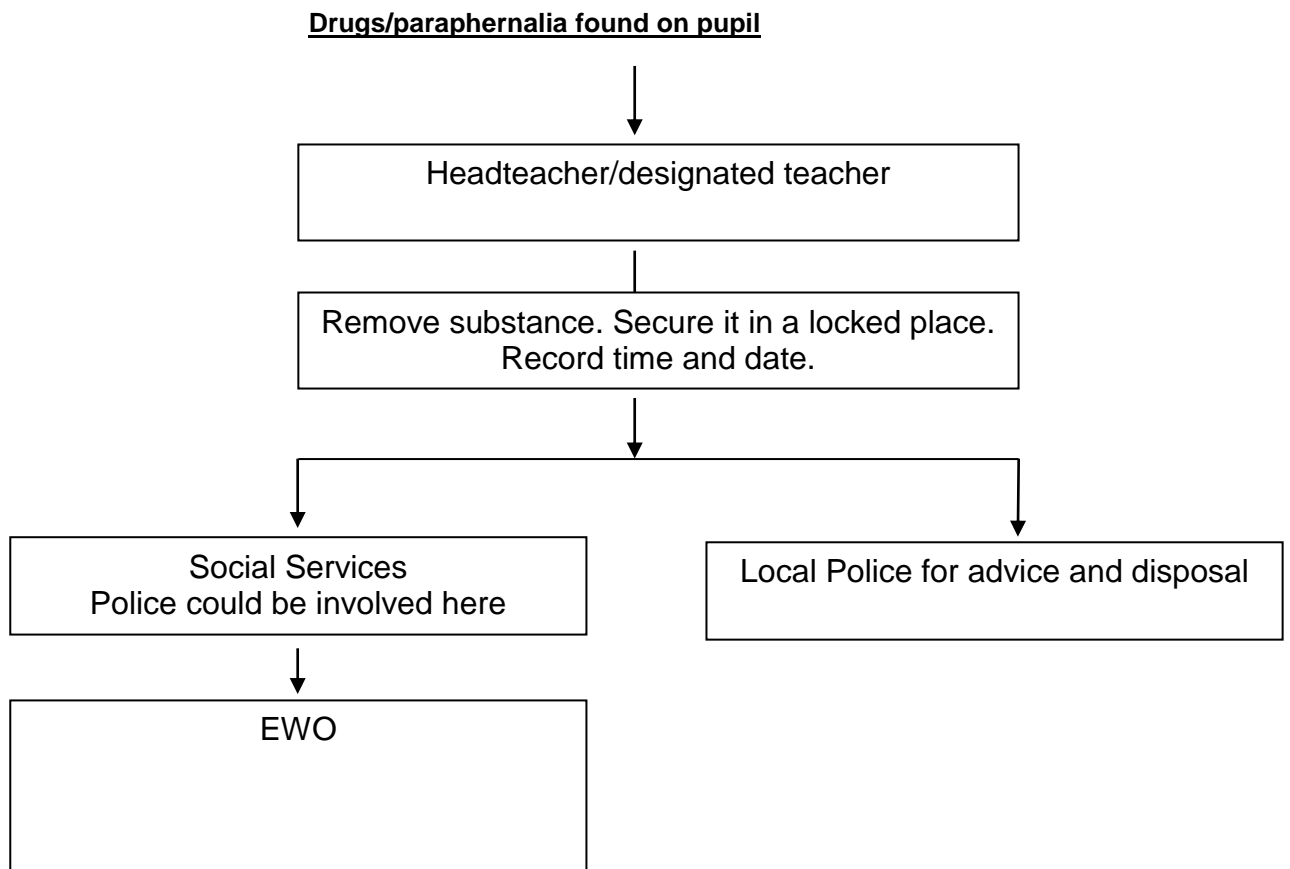
FLOW CHART 4

Parents/carers under the influence of drugs/alcohol on school premises



Inform LA Advisor of any incident reported to Police 999/EWO

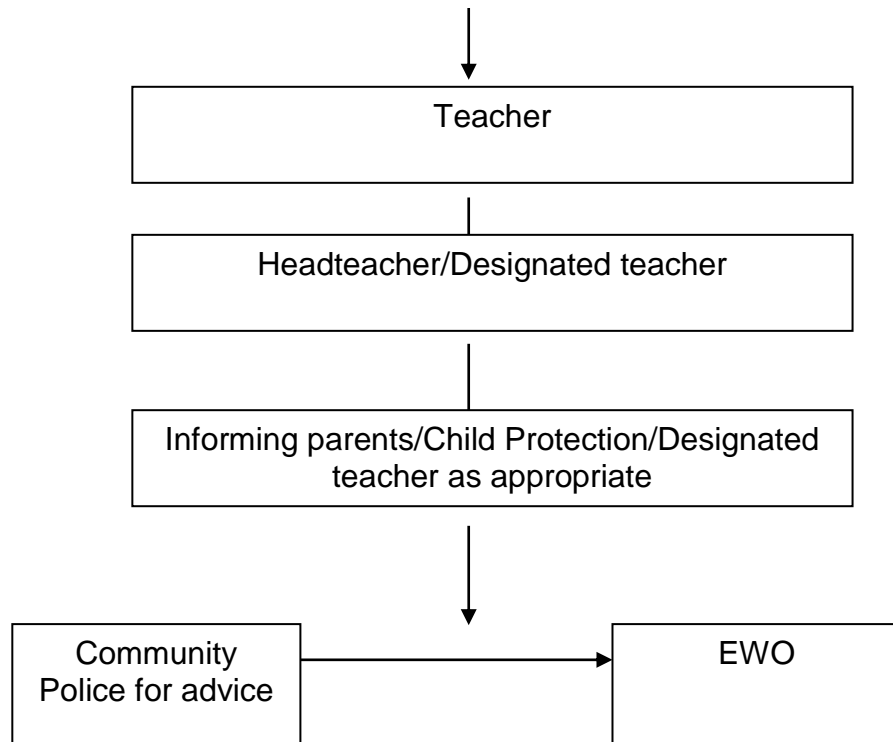
FLOW CHART 5



Inform LA Advisor of any incident reported to Police 999/EWO

FLOW CHART 6

Where a pupil makes a disclosure re 'Drugs'



Inform LA Advisor of any incident reported to Police 999/EWO