



St. George's Catholic Primary School **'Achieve, Believe, Care.'**

Relationship Education Policy

1. MISSION STATEMENT

St. George's Catholic Primary School is a faith community founded on Gospel values, in which a love for learning and life are promoted.

Through a safe and caring environment, all members of the school community are given opportunities to use and display their talents, whilst following in the footsteps of Christ.

"With the help of advances in psychology and in the art of science teaching, children and young people should be assisted with the harmonious development of their physical, moral and intellectual endowments ... As they advance in years, they should be given positive and prudent sexual education."

(Vatican Council II Declaration on Christian Education)

1. THE SCHOOL'S LEGAL OBLIGATIONS

As a primary school, we must provide Relationship Education to all pupils as per Section 34 of the Children and Social Work Act of 2017. This makes Relationship Education in primary schools statutory to all pupils from September 2020.

In primary schools, the DfE states the focus of Relationship Education should be on teaching fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are that can support them. This will sit alongside the essential understanding of how to be healthy.

2. RATIONALE

The DfE guidance (2019) states that today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Following the guidance from the teaching document “Learning to Love” the Bishops state the content of Relationship Education must express the teaching of the church and should be delivered to suit the age of the children to whom it is addressed.

3. RELATIONSHIP EDUCATION POLICY

This policy recognises the legislative duty of the Governing Body to ensure that Relationship Education is taught in school but also that it must be taught within the context of the Catholic faith and the Gospel values.

In a Catholic school any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of our neighbour that we reciprocate God’s love for mankind. As the term ‘Relationship Education’ indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

We are involved in Relationship 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 Relationship Education is therefore rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

All Relationship Education 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.

5. AIMS

At George’s we are committed to providing a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of all pupils and we believe Relationship Education is an integral part of this education. Relationship Education at our school aims to enable children to embrace “the challenges of creating a happy and successful adult life” by teaching pupils knowledge that will enable them to make informed decisions about their wellbeing, health and relationships.

6. OBJECTIVES

The school’s Relationship Education programme will:

- Acknowledge, respect and value the moral teachings of the Catholic Church.
- Provide information which is relevant and appropriate to the age and maturity of the pupils.

- Develop resilience, to know how and when to ask for help, and to know where to access support.
- Develop personal attributes including kindness, integrity, generosity and honesty.
- Provide children and young people with a positive understanding of what constitutes positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.
- Address on line safety and appropriate behaviour that is relevant to pupils' lives.
- Ensure children know how to report concerns and seek advice when they suspect or know something is wrong.
- Promote good health and understanding of physical development, respecting and reverencing the wonder of the body.

6. CURRICULUM

Relationship Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and People who care about me;
- Caring Friendships;
- Respectful Relationships;
- Online Relationships;
- Being Safe.

For more information about our Relationship Education see Appendix 1.

Our programme of study is delivered through cross curricular links in mainly RE, PSHE and Science. In addition, we follow the Catholic Ten Ten Programme, "Life to the Full." This scheme of work in Relationships and Health Education embraces and fulfils the statutory curriculum. Pupils are taught topics at age-appropriate stages through their school life. The programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from and 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.

Life to the Full Programme

"Life to the Full" is developed through the four different learning stages of EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum. Each Module is broken down into Units of Work:

- **Module 1- Created and Loved by God**
- **Module 2 – Created to Love Others**
- **Module 3 – Created to Live in the Community**

7. THE ROLE OF PARENTS

Parents are the prime educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. The school will work closely with the parents to complement and reinforce this role. The Relationship Education program is shared on each year group's Curriculum overview, stating the topics taught.

Parents do not have the right to withdraw their children from Relationship Education, however, they have the right to request that their child be withdrawn from any sex education delivered in primary schools, other than what is part of the science curriculum. Should parents wish to withdraw their child they are asked to notify the school by contacting the Head teacher before giving notice of withdrawal. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

8. MONITORING AND EVALUATION

The Subject Leader will monitor the planning, teaching and learning and will deliver training and share information during staff meetings on a regular basis. Pupils' development in Relationship Education is monitored by class teachers as part of our internal assessment. By monitoring and evaluating this policy we aim to ensure that the Relationship Education experienced within the school is a relevant, meaningful and positive contribution to the religious, spiritual and moral development of all members of the school community.

9. POLICY REVIEW

This policy will be reviewed every three years or as required by changes in legislation.

Appendix 1: By the end of primary school pupils should know

DFE Guidelines for Relationship Education and Health Education 2019

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	· That families are important for children growing up because they can give love, security and stability · The characteristics of healthy family life, 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 · 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 · That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up · That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong · How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	· How important friendships are in making us feel happy and secure, and how people choose and make friends · The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties · That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded · That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right · How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	· The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs · Practical steps they can take in a range of different contexts to improve or support respectful relationships · The conventions of courtesy and manners · The importance of self-respect and how this links to their own happiness · That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority · About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help · What a stereotype is, and how stereotypes can be unfair, negative or destructive · The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	· That people sometimes behave differently online, including by pretending to be someone they are not · That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous · The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them · How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met · How information and data is shared and used online
Being safe	· What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) · About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe · That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact · How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know · How to recognise and report feelings of being unsafe or feeling bad about any adult · How to ask for advice or help for themselves or others, and to keep trying until they are heard · How to report concerns or abuse, and the vocabulary and confidence needed to do so · Where to get advice e.g. family, school and/or other sources

