

St Thomas More Catholic Primary School

Health & Relationships Education Policy

Health and relationships education is lifelong learning about physical, moral and emotional development of oneself. It is the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care.

At St Thomas More Catholic Primary School we recognise each of our pupils as unique persons, created in the image of God. The Health and Relationship Education elements are taught within a framework of Catholic values and the Church's teachings on marriage across the curriculum and school experience. The emphasis is on the understanding that love is central to, and the basis of meaningful relationships. This allows children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community.

Aims

- To develop pupil's knowledge of the Catholic faith and a respect for the spirituality and moral values intrinsic to it.
- To prepare pupils for life and equip them for productive roles at work, in the community, at home and at leisure by providing them with the necessary knowledge, concepts, skills and attitudes.
- To promote growth in self-respect and self-worth recognising that each of us is created in the image of God
- To enable pupils to have an understanding that love is central to relationships
- To promote an appreciation of the nature, purposes and value of marriage and the family.
- To enable pupils to have an understanding of themselves, their bodies and their emotional development.
- To enable pupils to reflect and recognise the qualities that helps them to grow and develop positive relationships.

Teaching and learning style

Delivery of Health and Relationships is the responsibility of the class teacher. However, outside agencies, e.g. the school nurse, may also have an input, although always in line with our school ethos and the Church's teaching. Parents are asked to support the teaching at home. At Saint Thomas More Catholic Primary, we use a range of teaching and learning styles to deliver curriculum content. Staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect. All staff have a responsibility of care and actively contribute to the guidance of the physical, moral and spiritual well-being of their pupils in line with the school's Catholic ethos.

Foundation Stage

We teach Health and Relationships in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National

Curriculum, we relate aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

Programme content

The primary phase builds on the personal and social development work carried out to meet the Early Learning Goals at the Foundation Stage. It builds a foundation of emotional and social skills which is central to all later work. To support our teaching, staff also have access to the resource, 'Life to the Full'.

KS1, continues the work from Foundation Stage. It helps to build skills of:

- Relationships
- Health and Wellbeing
- Living in the Wider World

At KS2, the above skills are developed and pupils look specifically at:

- The changes that will take place at puberty.
- **How babies are conceived, develop and are born.**

Legal requirements

These areas are compulsory in the National Curriculum Science programmes of study at KS1 & 2.

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- observe and describe how seeds and bulbs grow into mature plants
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.

Teaching Sensitive Issues

Puberty:

We aim to provide accurate factual information about the physical and emotional changes that take place at **puberty in Y5**. Both boys and girls are given a basic knowledge of what happens to each gender. We also explain that it is normal for everyone to develop at different rates.

Menstruation:

We provide accurate information about **menstruation in Y5** to both genders. Sensitive arrangements are organised to prepare the girls for menstruation. Sanitary facilities are available in the Y5/6 girls' toilets. Staff are prepared to deal with requests for sanitary towels in a helpful manner and without embarrassment.

Other sensitive issues

Sensitive issues will be dealt with in accord with the norms of the Catholic Church whilst keeping in mind that children and young people have not yet attained full maturity. Any personal, sensitive issues will be directed back to the parents as the primary educators of their child who can access support and guidance from our Parish Priest.

Teaching children with special needs

We teach all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching we take into account the targets set for the children in their pupil provision forms (PPF).

Confidentiality and Safeguarding

Some pupils may choose to mention specific problems or individual issues involving themselves or members of the school community. While staff will want to be supportive; it is made clear to all staff they work within child protection guidelines (see Safeguarding policy) and therefore must state to their pupils that they may not be able to guarantee confidentiality. Any safeguarding issues will be passed to the Designated Safeguarding Lead (Mrs Le Breton) and the Deputy Designated Lead (Mrs Deamer).

Roles and Responsibilities

Governors

In accordance with the Education Act of 1993 the governing body will keep up to date the school's policy, in consultation with parents, and will make copies of the policy available to them. We will make known to parents their right to withdraw their children from all or part of Health & Relationships education provided at school except for those parts included in the statutory National Curriculum.

Teachers

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 in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff teaching.

Pupils

Pupils should be willing to listen to the teaching of the Church and become aware of a variety of other views regarding moral issues related to Health and relationships. They will be expected to have a concern for, and accept responsibility for, his/her knowledge and understanding of his/her sexual development.

The Wider Community

The school will make appropriate use of external agencies and their personnel. All staff from external agencies will be asked to adhere to the Catholic ethos of the school.

Parents

Recognising that parents are the primary educators of their children, the school will seek to support them in this task. We will ensure that parents are kept informed of what is happening, and of our expectations of their children. Parents have the right to withdraw their children from all or part of the relationships education provided but not from the biological aspects of human growth and reproduction as required by the National Curriculum Science Order.

Guidelines

The school will follow the guidance offered in DfE documents and guidance. We will ensure that all involved in the delivery are familiar with their legal and professional responsibilities.

Monitoring and review

The PSHE subject leader, alongside the RE subject leader, is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of Sex and relationships, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Review Date: June 2020

Next Review Date: June 2022