CRANMORE

Prep Relationships and Health Education Policy (RHE)

'I have come that you might have life and have it to the full'
John 10:10

Mission Statement

Cranmore's mission is to be a Catholic School committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering their individual talents and providing for their needs within its caring Christian community.

Cranmore's values: Faith, Character, Community, Compassion and Intellect.

Implementation of this Policy

Implementation and Review of Policy Implementation of the policy takes place after consultation with the Governors This policy will be reviewed annually by the Headteacher, RHE Coordinator, Governing Body and staff. The next review date will be Summer Term 2027.

Aims of this Policy

In this policy, the Governors and teachers, in partnership with parents, set out their intentions about Relationships and Health Education (RHE) in this school.

Consultation will take place with parents through an online parent survey and a review of the curriculum content will take place with governors and staff.

Defining Relationships and Health Education (RHE)

The DfE guidance states that, "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way". It is about the pupils' knowledge and understanding of themselves, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make good moral decisions.

At the Primary level, the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults". This would include the following topics: families, people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Rationale

'I have come that you might have life and have it to the full' (John 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. 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, and that we are seen as God's gift, reflect God's beauty, and share in the divine creativity, RHE will be placed firmly within the context of relationship as it is there that the human person grows and develops.

Following the guidance of the Bishops of England and Wales, and as advocated by the DfE (and the Welsh Assembly Government), RHE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

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. The following virtues are addressed: faithfulness, fruitfulness, integrity, prudence, mercy and compassion.

Aims of Relationships and Health Education (RHE)

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) and we believe that RHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with a "positive and prudent health education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

With this in mind, we will seek:

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and 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 reflect on their

own relationships and respect similarities and differences between people.

- 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 be able to know their body, learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of their body is associated wit h each sense. Include the introduction of genitals from Year 5 and describe the changes as humans develop to old age.
- To ensure that pupils from Year 5 are prepared for puberty and the opportunities, responsibilities and experiences that adult life will bring.
- To ensure that pupils know how to keep themselves safe, can protect themselves and ask for help and support when needed.
- 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.

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; for example, faith or cultural background is taught in a way that does not subject pupils to discrimination. Lessons will also help the pupils 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. In looking at these areas, it may become relevant to draw links to the school's inclusion policy.

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 the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Broad Delivery of RHE

We intend that the three aspects of the school's RHE – attitudes and values, knowledge and understanding, and personal and social skills - will be delivered in three inter-related ways: the whole school ethos, a cross-curricular dimension and a specific relationships and health curriculum.

The Structure of the Curriculum

Up to and including Year 3

The following themes are covered within our PSHE lessons, which have a different topic for each half term: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me. Each half term, the PSHE lead may opt to lead a specific assembly about a theme.

- Families and people who care for me
  - Recognising how they are cared for and kept safe in their family
  - Recognising the joy of being a special person in their family
  - Celebrating the joy of being a special person in God's family
- Caring friendships

- Describing and giving reasons how friendships make us feel happy
- Celebrating the ways that God loves and cares for us
- Recognising the joy and friendship of belonging to a diverse community

- Respectful relationships
  - Recognising that we are all different and unique
  - Giving reasons how friendships can break down, how they can be repaired and strengthened
  - Mutual respect and tolerance
- Online relationships
  - E-safety and raising awareness of who to go to for help
- Being safe
  - Describing ways of being safe in communities
  - Discussions about consent and understanding their right to privacy and to say no
  - To know that their body belongs to them
  - To recognise that if a relationship is making them feel unhappy or unsafe how they can seek help

Statutory

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- 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.

Notes and Guidance (non-statutory)

- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, and adult.
- Pupils might work scientifically by observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Years 4 – 6

In Years 4-6, the curriculum is based on three core themes within which there will be broad overlap. The three themes are:

- **Created and loved by God** *(this explores the individual)*

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

- **Created to love others** *(this explores an individual's relationships with others)*

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

• **Created to live in community – local, national & global** (*this explores the individual's relationships with the wider world)*

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Christian Virtue and RHE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition, but they are also, of course, fundamental human virtues which are universally shared.

Key Stage 2

Statutory

- Describe the changes as humans develop to old age.

Notes and Guidance (non-statutory)

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Statutory

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Notes and Guidance (non-statutory)

- They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.

Resources

Prep pupils in Years 4 to 6 will follow the Ten:Ten Resources program 'Life to the Full'. This program is recommended and approved by the Diocese of Arundel and Brighton as well as the national Bishops' Conference of England and Wales. Parents have access to the program through a parent portal.

Timings

RHE is delivered within the PSHE programme. This is given a set Form Period each week but may also overlap into other curriculum areas.

Assessment and Recording

Schemes of work are provided by the RHE Coordinator. The programme will be assessed, monitored and evaluated by the RHE Coordinator in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an age-appropriate level.

Working with Parents

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 in educating their children. Therefore, the school will support parents by providing an information evening to help parents to find out more. Parents will be informed about the more sensitive aspects of RHE, which will allow them to talk about and answer questions regarding their children's learning. Parents must be consulted before this policy is ratified by the governors. Our aim is that, at the end of the consultation process, every parent will have full confidence in the school's RHE programme to meet their child's needs.

Although parents cannot withdraw children from Relationship Education, they continue to have the right to withdraw their children from sex education except in those elements which are required by the National Curriculum for Science programme. At Cranmore we do believe our RHE content is age appropriate. Parents will be notified of the topics covered in the parent consultation meetings and through the Ten:Ten website.

Should parents wish to withdraw their children from non-statutory elements of the programme, they are asked to notify the school by contacting the Headteacher. The school will provide support by providing material for parents to help children with their learning.

Balanced Curriculum

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RHE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

Responsibility for Teaching the Programme

Responsibility for the specific Relationships and Health Education programme lies with the class teachers and the teachers of PSHE. In Years 5 - 6, some aspects of the programme will be covered in Science by specialist teachers and with the involvement of the school nurse. External speakers may be invited to speak with the children.

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. Those teaching and/or presenting the RHE programme are to maintain their political impartiality. In addition, they should facilitate discussions or topics in a balanced way that prohibits the promotion of partisan political views and follows the guidelines of expressing personal opinions and scenarios in the delivery of this content. Further guidance on the existing legal requirements relating to political impartiality in schools can be found here.

Roles and Responsibilities

Governors

- draw up the RHE policy, in consultation with parents and teachers;

- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g. SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children from any non-National Curriculum sex education;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum Science topics and the setting of RHE within PSHE.

Headteacher
The Headteacher 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 as well as any other appropriate agencies.

RHE Coordinator
The RHE coordinator, with the Headteacher, 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
RHE is a whole school issue. 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. All staff have been included 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 as part of the PSHE framework. It covers guidelines about pupil safety and is compatible with the school's other policy documents, including, but not limited to, the Anti-Bullying Policy and Safeguarding Policy.

The statutory guidance provides extensive detailed tables of information about what pupils should know by the end of Primary School. These topics are taught within the RHE, PSHE and Science curriculum.

- **Primary** - about matters such as families and people who care for us, recognising caring friendships and respectful relationships, online relationships and being safe

Pupils with particular difficulties, whether of a physical or intellectual nature, will receive appropriately differentiated support 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. Learning about RHE in PSHE classes will link to/complement learning.

Dealing with Sensitive Issues and Responding to Questions

The governors want 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.

All RHE teaching will be undertaken in a whole class context. Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care. In some cases, it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to their parents if necessary. Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

Safeguarding

Children will 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 victim of, or is at risk of, abuse they are required to follow the school's Safeguarding Policy and immediately inform the designated senior member of staff responsible.

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 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 fully human.

Pupils will be encouraged to talk to their parents 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. Designated Safeguarding Lead, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and Evaluation

The RHE Coordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work. The programme will be evaluated by means of questionnaires or by discussion with staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Dissemination

Copies of this policy will be available to all parents through the school's website and copies can also be obtained through the School Office.

Date	**July 2026**
Date for Review	**July 2027**

Reviewed: SJ, MP,TH July 2026