Our Lady of Mount Carmel

A Catholic Voluntary Academy

Relationships and Health Education Policy

Signed off by: *P. Martin (Headteacher) C. Stephenson (Chair of Governors)*

Date from: *October 2024*

Review Date: *October 2027*

Our Mission Statement

Our Lady of Mount Carmel Roman Catholic Primary School is a community centred in Christ. Teaching is permeated by the Gospel values and the traditions of our Catholic faith.

We seek to promote a happy, stimulating and caring environment in which each person is valued as an individual with unique talents. The curriculum and activities of the school are carefully framed so that each pupil may fulfil his or her potential and know success. Each will grow in awareness of his or her role within the family, the school and society and be sustained by a deepening relationship with God.

Centred in Christ

We are…

HAPPY - We make new and happy memories together.

CARING - We are caring, kind and amazing just like Jesus.

VALUED - Each of us is an important part of the jigsaw, which makes up our school family.

UNIQUE - We are all special and respect each other's differences.

SUCCESSFUL - We never give up on our journey to success.

For with God nothing is impossible. Luke 1:37

1. Aims

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

Consultation for our new approach to RHE was submitted to parents with access to Ten Ten parent portal in October 2024 (See Appendix). This was led by St Francis Multi Academy Trust. Parental feedback was sought through google forms and the consultation shared.

2. Implementation and Review of the policy

Implementation of the policy will take place after consultation with the Governors in the Autumn Term 2024. This policy will be reviewed every 2 years by the Headteacher, Governing Body and staff. The next review date is Autumn 2026.

3. Defining Relationship and Sex Education

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 development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and

others and being enabled to make moral decisions in conscience. In primary schools 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 topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RHE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

4. Statutory Curriculum Requirements

We are legally required to teach those aspects of RHE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RHE go further.

5. Rationale

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

We are involved in relationships and sex 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, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality 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 marriage and the 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.

6. 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 the 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.

7. Aims of RHE and the Mission Statement

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. 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 ouRHElves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and virtues:

• reverence for the gift of human sexuality and fertility;

• 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 bodily natures;

• responsibility for their own actions and a recognition of the impact of these on others;

• recognising and valuing their own sexual identity and that of others;

• celebrating the gift of life-long, self-giving love;

• recognising the importance of marriage and family life;

• fidelity in relationships.

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.

• being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;

• 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 and the nature and meaning of sexual love;

• the Church's teaching on marriage and the importance of marriage and family life;

• the centrality and importance of virtue in guiding human living and loving;

• the physical and psychological changes that accompany puberty;

• the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;

• how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;

• how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

8. 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, their own sexual orientation, faith or culture and 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 cyber-bullying), use of prejudice-based language and how to respond and ask for help.

9. 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.

10. Broad Content of RHE

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

Our programme will cover through the implementation of Life to the Full Plus:

Life to the Full Plus - Overview

Ten:Ten Resources

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** Life Online	**Unit 4** 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	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** What is the Internet?	**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** New People, New Places Classroom Shorts		**Session 2** You've Got A Friend In Me	**Session 2** Playing Online	**Session 2** My Body, My Rules	**Session 2** Loving God, Loving Others	**Session 2** When I Grow Up… Classroom Shorts
		Session 3 Ready Teddy?	**Session 3** Let's Get Real			**Session 3** Forever Friends		**Session 3** Feeling Poorly		**Session 3** 'Money Doesn't Grow On Trees' Classroom Shorts
								Session 4 People Who Help Us		

Life to the Full Plus - Overview

Ten:Ten Resources

KS1

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** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
KS1	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	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** Real Life Online	**Session 1** Good and Bad Secrets	**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		**Session 2** Treat Others Well...	**Session 2** Rules To Help Us	**Session 2** Physical Contact	**Session 2** Who is My Neighbour?	**Session 2** Who Will I Be? Classroom Shorts
		Session 3 Clean and Healthy (My Body)	**Session 3** Super Susie Gets Angry	**Session 3:** Change Is All Around Classroom Shorts		**Session 3** …and Say Sorry		**Session 3** Harmful Substances		**Session 3** Needs and Wants Classroom Shorts
								Session 4 Can You Help Me? (Part 1)		
								Session 5 Can You Help Me? (Part 2)		

Life to the Full Plus - Overview

Ten:Ten Resources

LKS2

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** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
LKS2	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	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** Family, Friends and Others...	**Session 1** Sharing Online	**Session 1** Safe in My Body Classroom Shorts	**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		**Session 2** When Things Feel Bad	**Session 2** Chatting Online Classroom Shorts	**Session 2** Drugs, Alcohol and Tobacco	**Session 2** What is the Church?	**Session 2** Working Together Classroom Shorts
		Session 3 What is Puberty?	**Session 3** I am Thankful	**Session 3** Big Changes, Little Changes Classroom Shorts				**Session 3** First Aid Heroes		**Session 3** Money Matters Classroom Shorts
		Session 4 Changing Bodies						**Session 4** Rights and Responsi-bilities Classroom Shorts		
		Session 5 Male/ Female Discussion Groups (optional)								

Life to the Full Plus - Overview

Ten:Ten Resources

UKS2

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** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
UKS2	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	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** Types of Abuse Classroom Shorts	**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 Classroom Shorts	**Session 2** Impacted Lifestyles Classroom Shorts	**Session 2** Catholic Social Teaching	**Session 2** The World of Work Classroom Shorts
		Session 3 Boys' Bodies	**Session 3** Emotional Changes	**Session 3** Menstruation		**Session 3** Self-Talk		**Session 3** Making Good Choices		**Session 3** Money and Me Classroom Shorts
		Session 4 Spots and Sleep	**Session 4** Seeing Stuff Online	**Session 4** Hope Beyond Death		**Session 4** Build Others Up Classroom Shorts		**Session 4** Giving Assistance		
				Session 5 Coping with Change Classroom Shorts						

11. Programme/ Resources

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

• establishing ground rules

• distancing techniques

• discussion

• project learning

• reflection

• experiential

• active

• brainstorming

• film & video

• group work

• role-play

• trigger drawings

• values clarification

12. 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 and workshops to help parents/carers to find out more. Parents/carers will be informed by letter 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.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHE programme to meet their child's needs.

Parents continue to have the **right to withdraw** their children from Sex Education 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 headteacher.

The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

13. 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.

14. Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays 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 will often 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. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

15. Other roles and responsibilities regarding RHE

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;

• 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.

Head teacher

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.

PSHE/RHE Co-Ordinator

The co-ordinator 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. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

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.

16. Relationship to other policies and curriculum subjects.

This RHE policy is to be delivered as part of the PSHE framework. It includes 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. Learning about RHE in PSHE classes will link to/complement learning in those areas identified in the RHE audit.

17. Children's 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.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official

teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Health Education (RHE) and Health Education, Managing difficult questions, Page 23 for more detail)

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.

18. 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 senior member of staff responsible.

19. 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 sex, 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/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 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., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

20. Monitoring and Evaluation

The RHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, 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.

Appendix A

401 October, 2024

Dear Parent/Guardian

I am writing on behalf of the St Francis CMAT to outline to you the Trust's carefully planned learning programme, rooted within Christian gospel values, for the delivery of Relationships and Health Education (RHE) at Our Lady of Mount Carmel Catholic Primary School. Throughout this academic year, your child will undertake the *Ten Ten Resources* programme, 'Life to the Full'. *Ten Ten* is an award-winning Catholic educational organisation that is well-respected and very experienced in this field of work. It has been approved by the Diocese of Hallam, and is used across all schools, both Primary and Secondary, within the St Francis CMAT. This should provide reassurance to you that your child will experience a progressive, consistent message about such sensitive and important life topics.

Furthermore, St Francis CMAT seeks to ensure that RHE is taught in a manner that reflects our Catholic identity, grounded in the belief that each person is made in the image and likeness of God. *Ten Ten* have, therefore, entered into a partnership with the Catholic Education Service and the Department for Education to provide training for all teachers in Catholic schools on the subject of RHE. All teachers and support staff at Our Lady of Mount Carmel will be embarking on this training to secure further confidence and consistency in the delivery of the 'Life to the Full' programme across the school.

PARENT CONSULATION

Additionally, the Church teaches us that this is very much a partnership with parents. We recognise that you, as parents, are the 'first educators' of your children on such pastoral matters; ultimately, you confer on us the right to co-educate your children with you. This is why it is so important we work together to ensure your child receives a positive framework of guidance, nurture and support on how to be truly human in Christ.

Online Parent Portal:

From October your child will undertake approximately 15 sessions across the year. These will be delivered by your child's classroom teacher and will cover the statutory themes such as: Families, Friendships, Respectul Relationships, Safe Online, Mental Health, Physical Health, Healthy Eating, Drugs, Tobacco and Alcohol and Changing Bodies. All content is carefully tailored to suit each year group, ensuring that children receive information that is appropriate to their stage of development and taught through the prism of Catholic principles.

Ten Ten have provided you with an **Online Parent Portal** which is a tool that gives you all-year-round access to learn about each of these sessions and to also gain ideas for engaging your child in discussion, activity and prayer. The annual programme for each year group has been attached to this letter so you can see the sequence of topics which your child will be covering.

To access the **online parent portal,** please use the details below:

Tel: 01709 914979 | **Email:** adminstfrancis@hallam-diocese.com | www.stfcmat.com
Registered Office: The Old Grammar School, 13 Moorgate Road, Rotherham, S60 2EN

- Website Address: Parent Portal

- https://www.tentenresources.co.uk/parent-portal/
- Parent user name: **our-lady-dn2**.
- Parent password: **carmel-22-dn2**

Parental Consultation Tool:
Your feedback on our approach is important to us. To this end, we would also like to inform you about the **Parent Consultation Tool.** This is a simple-to-follow, **short online course** which:

- Outlines the statutory changes to Relationship and Health Education.
- Articulates a vision for **Catholic Relationships and Health Education.**
- Explains how **Life to the Full** aims to help us fulfil the statutory curriculum with a Catholic ethos.
- Provides some information about key decisions we need to make, in consultation with parents.
- Answers some Frequently Asked Questions.

To undertake the parent consultation course, please use the below details:

- Website address:
  https://www.tentenresources.co.uk/parent-consultation-tool-primary/
- Parent user name: our-lady-dn2
- Parent password: carmel-22-dn2

Parental Feedback:
St Francis CMAT is keen to understand the views, opinions and concerns from all parents in our community. We therefore would appreciate you taking 5 minutes to complete the google form which will be emailed to you. This feedback will be kept confidential by the CMAT but we will use it to work alongside our schools to ensure we respond appropriately and to deliver a high-quality pastoral programme, centred in Christ. Please complete this by **Friday 25th October, 2024.**

I hope that the Trust's choice of selected programme has gone some way to assuring you about your child's relationship and health education. Our aim is to complement, and not replace, your role as the primary educator of your child so that together we can shape their values and understanding on how they can truly live their life to the full. With respectful collaboration, we will ensure we benefit and develop all precious students within the St Francis community.

Should you have any immediate questions or concerns, please feel free to contact Mrs Martin at office@olmcprimary.co.uk

Yours sincerely
Ms L J Lee
Director of Education, St Francis CMAT.

Appendix B

Relationships Education, Relationships and Sex Education (RHE) and Health Education Published by DfE

Appendix C

Protected Characteristic Published by Ten Ten

Appendix D

Ten Ten Pathway 2

Appendix E

Guidance on Grief Published by Ten Ten