

# Relationships & Health Education Policy (Primary)



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**Responsible Colleagues**

Education Directorate

# We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners.

## How do we ensure this across our trust?

In all we do we are:

**Ethical to the core**, ensuring that education is always front and centre

**Futures focused system leaders**- never simply followers

**Collaborative** in every endeavour

**Resolutely learner centred.**

## What does this look like across our trust?

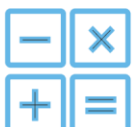
We are always:



- Ruthlessly ambitious for all who learn and work with us
- Unwaveringly inclusive – determined on eradicating barriers to educational success
- Committed to excellent teaching
- Determined upon academic excellence for all in our communities
- Compassionate, ethical and caring advocates for all in our communities
- Outwardly facing and globally conscious



- Committed to the very best people development and empowerment
- Determined to shout loudly and share proudly our successes
- The best professional and technical experts (supporting education) in the sector
- Committed to the very best understanding and management of risk



- Providing the best possible public service for the best possible value
- Determined to supplement our public income with shrewd income generation
- Building financially sustainable models of educational improvement in our communities
- Demonstrably efficient in all we do

## Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

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# 1 | Aims

- 1.1 The aims of relationships and health education (RHE) at our academies are to:
- Provide a framework in which sensitive discussions can take place
  - Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
  - Help pupils develop feelings of self-respect, confidence, and empathy
  - Create a positive culture around issues of sexuality and relationships
  - Teach pupils the correct vocabulary to describe themselves and their bodies.

# 2 | Statutory Requirements

- 2.1 In our primary academies, we must provide relationships and health education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- 2.2 We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.
- 2.3 In teaching relationships and health education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

# 3 | Policy Development

- 3.1 Our RHE policies are developed in consultation with staff, pupils, and parents. The consultation and policy development process involves the following steps:
- **Review**- the RHE or working group pulls together all relevant information including relevant national and local guidance.

- **Staff Consultation-** all school staff are given the opportunity to look at the policy and make recommendations.
- **Parent/Stakeholder Consultation-** parents and any interested parties are sent a letter with a link to the draft policy on the website asking them to provide feedback online by a given date. They are invited to attend a meeting about the policy.
- **Pupil Consultation-** we investigate what exactly pupils want from their relationships and health education through a *pupil voice* process.
- **Pupil Reflection-** we ask pupils for feedback on completed relationships and health education sessions throughout the academic year and use this feedback to further inform future sessions.
- **Ratification-** once amendments are made, the policy is shared with governors and ratified.

## 4 | Definition

- 4.1 RHE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.
- 4.2 RHE involves a combination of sharing information and exploring issues and values.
- 4.3 RHE is **not** about and does not include the promotion of sexual activity.

## 5 | Curriculum

- 5.1 Academies' RHE curriculum is set out in their individual RHE policy, located on their website.
- 5.2 Curriculum may need to be adapted as and when necessary to meet the needs of our pupils and our community or issues that are highlighted nationally.
- 5.3 We have developed the curriculum in consultation with parents, pupils, and staff, accounting for the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek

answers online or from their peers which may not provide a true reflection of reality or explore related ethical issues the way in which a teacher can.

- 5.4 Sex education is not taught in all primary academies. Details on why and how primary sex education is taught in a specific academy can be found in the academy's local RHE policy.

## 6 | Delivery of RHE

- 6.1 RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of relationships and health education are taught within the science curriculum, and other aspects are included in religious education.
- 6.2 RHE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
- Families and people who care for me
  - Caring friendships
  - Respectful relationships
  - Online relationships
  - Being safe
- 6.3 For more information about our RHE curriculum, see [Appendix 1](#).
- 6.4 The above areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7 | Roles and Responsibilities

- 7.1 The **Local Governing Board (LGB)** in each academy will monitor the implementation of this policy on behalf of Trustees, whose responsibility it is to approve.
- 7.2 **The Principal** is responsible for ensuring that RHE is taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory/non-science components of Relationships and health education (see [section 9](#)).
- 7.3 **Staff** are responsible for:
- Delivering RHE in a sensitive way
  - Modelling positive attitudes to RHE
  - Monitoring progress
  - Responding to the needs of individual pupils
  - Supporting the review and reflection process for pupil feedback after taught sessions.
  - Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RHE
  - Making pupils aware that if anything that is said during these sessions raises any concerns about themselves or about someone that they know, they should talk to a trusted member of staff about it.
- 7.4 Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching Relationships and health education are encouraged to discuss this with their Principal.
- 7.5 **Pupils** are expected to engage fully in RHE and, when discussing issues related to RSE, treat others with respect and sensitivity. Failure to behave appropriately will be dealt with in accordance with the *Behaviour Policy*.
- 7.6 If gaining further awareness of positive relationships versus negative relationships causes any concern to any pupil about themselves or someone they know, they are encouraged to share these concerns with a trusted member of staff who will deal with them in accordance with the *Safeguarding Policy*.

## 8 | Parents' Right to Withdraw

- 8.1 Parents do not have the right to withdraw their children from relationships and health education.
- 8.2 Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RHE, if these are taught in their child's academy.
- 8.3 Requests for withdrawal should be put in writing setting out **clear rationale** for withdrawing their child in line with the government's statutory guidance.
- 8.4 A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action and record the viewpoint of both parties as well as the outcome of the discussion.
- 8.5 (Insert any additional information about the actions the Principal will take).
- 8.6 Alternative work will be given to pupils who are withdrawn from sex education.

## 9 | Training

- 9.1 Staff are trained on the delivery of RHE and it is included in our continuing professional development calendar.
- 9.2 The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE in line with the academy's *Visitors Policy*.

## 10 | Monitoring Arrangements

- 10.1 Details on the delivery and monitoring of RHE are found in our academies' local RHE policies, located on their websites.



- 10.2 Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.
- 10.3 This policy will be reviewed bi-annually, but may be sooner due to pupil feedback, consultation feedback, or a change in guidance from the DfE. At every review, the policy will be approved by the LGB.

## Appendix 1- Pupils Should Know

Relevant knowledge that all pupils should possess by the end of their primary education.

TOPIC	PUPILS SHOULD KNOW:
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security, and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW:
	<ul style="list-style-type: none"> <li>• What a stereotype is, and how stereotypes can be unfair, negative, or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers, and adults</li> </ul>
Online relationships & Being Safe Online	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g., family, school and/or other sources</li> </ul>
Mental Wellbeing	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>

TOPIC	PUPILS SHOULD KNOW:
	<ul style="list-style-type: none"> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
Physical Health and Fitness & Healthy Eating	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health).</li> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation, and vaccination.</li> </ul>

TOPIC	PUPILS SHOULD KNOW:
Drugs Alcohol and Tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Basic First Aid	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing Adolescent Body	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>