



**Nexus Education Schools Trust**

# Relationships and Health Education Policy

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# Relationships and Health Education Policy (RHE)

## 1. Introduction

1.1 Worsley Bridge Primary School considers that Relationships and Health Education (RHE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, age appropriate sex education and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the statutory requirements of the DfE Relationships Education Guidance.

## 2. Aims

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To teach pupils to understand what constitutes a safe and healthy lifestyle
- To understand the consequences of their actions and behave responsibly within relationships
- To understand, acknowledge and appreciate difference and diversity
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- To understand the role the media plays in forming attitudes
- To provide pupils with a toolkit for understanding and managing their emotions

## 3. Objectives

3.1 As part of RSE, pupils will be taught about the nature and importance of family life and strong and mutually supportive relationships.

- We try to ensure that no stigma is placed on children based on their home circumstances.
- We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others.
- We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers and our local community

## 4. Teaching and Learning including delivery of the Curriculum

4.1 For the purpose of this policy, '**relationships education**' is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality in Year 6. '**Health education**' is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's **PSHE curriculum**.

The scheme of work for RHE at Worsley Bridge Primary School maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school. Our planned curriculum meets the DfE RHE expectation.

Our curriculum plan for RHE can be accessed on our website.

**For Example:**

Family and Relationships:

Reception: Looking after my special people & Looking after my friends

Y1: Our special people & Friendship

Y2: Keeping themselves and others safe.

Y3: Healthy and unhealthy relationships

Y4: Marriage and other relationships

Y5: Changing feelings and the effect those we live with & Unhealthy relationships

Y6: Forced marriage

- 4.2 Where appropriate we will link the teaching of RHE to other subject areas e.g. Science, PE, RE and Computing.
- 4.3 Since RHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

**5. Delivery of RHE**

- 5.1 RHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RHE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).
- 5.2 RHE is delivered in school by the class teachers however pupils may also receive stand-alone non-statutory sex education sessions delivered by a highly trained educators such as 'The Lifebus workshops'.
- 5.3 Relationships and Health Education focuses on teaching the fundamental building blocks and characteristics of positive relationships and healthy lifestyles including:

Relationships Education	Health Education
> Families and people who care for me	> Mental Wellbeing
> Caring friendships	> Internet Safety and harms
> Respectful relationships	> Physical health and fitness
> Online relationships	> Healthy eating
> Being safe	> Drugs, alcohol and tobacco
	> Health and Prevention
	> Basic First Aid
	> Changing adolescent bodies

- 5.4 In Year 4 & 5 we place a particular emphasis on RHE, as many children start to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. **We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).**

- 5.5 These 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).

## **6. Roles and Responsibilities**

### **6.1 The Local Committee**

The Local Committee will hold the Headteacher to account for the implementation of this policy.

### **6.2 The Headteacher**

The Headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHE (see section 7).

### **6.3 Staff**

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RHE
- Reporting any concerns that arise to the senior leadership team.

- 6.4 Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the Headteacher. Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

## **7 Parents and Carers' Right to Withdraw**

- 7.1 Parents and carers do not have the right to withdraw their children from Relationships and Health Education.

- 7.2 However, they do have the right to withdraw their children from the non-statutory/non-science components of sex education within RHE.

- 7.3 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

- 7.4 Alternative work will be given to pupils who are withdrawn from sex education.

## **8. Language**

- 8.1 Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

## **9. Pupils' Questions**

- 9.1 Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will consider the different backgrounds, beliefs and views and avoid any negative impressions.

- 9.2 Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.
- 9.3 Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' and carers' wishes before questions are answered.

## **10. Visiting Speakers**

- 10.1 Any visiting speakers to the school, such as the school nurse or the Life Bus, should be familiar with the Relationships and Health Education Policy. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

## **11. Advising Parents/Carers**

- 11.1 The school is committed to working with parents and carers and believes that it is important to have the support of parents and carers and the wider community for the relationships and health programme.
- 11.2 Parents and carers will be advised (by letter) about forthcoming sex education lessons, with the option of viewing the resources before the lessons commence. Further details of the lessons will be provided to parents and carers upon request and they will be invited to view any materials before the lesson.

## **12. Special Needs**

- 12.1 Pupils with special educational needs will be given the opportunity to fully participate in RHE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

## **13. Equal Opportunities**

- 13.1 RHE teaching will ensure quality of access for all pupils, regardless of disability, gender reassignment, race, religion or belief, sex or sexual orientation, so giving equal opportunities and avoiding discrimination.

## **14. Training**

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.  
The Headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHE.

## **15. Monitoring and Evaluation**

- 15.1 The delivery of RHE is monitored by the PSHE Lead and/or the senior leadership team through:
- learning walks and/or lesson observations
  - looking at children's books
  - talking to children about their learning
- 15.2 This policy and scheme of work will be regularly reviewed and any feedback from teachers, parents and carers and pupils will be considered.

## Appendix 1: Scheme of Work Outline-

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seasons and change	Our special people	How my behaviour affects others.	Changes including bereavement	Body changes in puberty	Body changes and feelings during puberty	Body image
Life stages in plants, animals and humans	Caring behaviour	Becoming more independent	Images in the media	Conflicting emotions	Changing feelings and the effect those we live with	Sharing images online
Where do babies come from?	Respecting others	Keeping themselves and others safe	Protecting personal information online	Good and not so good feelings	Unhealthy relationships Risky behaviour	Forced marriage
Getting bigger	Safe touch Unsafe secrets	Growing from young to old and how people's needs change	Healthy and unhealthy relationships	Marriage and other relationships	Using social media safely	Conception, reproduction and birth
Me and my body	Friendship		Discrimination and its consequences	Consequences of our actions	Types of bullying including homophobic	HIV
Looking after my special people	Communication Bullying		Understanding risks	Recognise and challenge stereotypes	Keeping personal information private online	
Looking after my friends	Boundaries Privacy including naming genitals  Feelings		Making informed choices Resisting pressure  Menstruation* (If it is appropriate for the cohort at the time, if not it will be taught in Year 4)	Pressures to behave		

## Appendix 2: Parents' Guide (Department for Education)

### Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

#### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

#### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.



## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

