**Relationships and Health Education (RHE) Policy**

This policy explains our school’s approach to the teaching of Relationships and Health Education, which became statutory in September 2020.

**This RHE policy has been developed after collaborative work with a number of local schools, using guidance and resources from the PSHE Association and should be read in conjunction with DfE guidance: “Relationships and sex education (RSE) and health education”.**

In creating this policy and curriculum, we have consulted with parents, governors and members of school staff who are representative of our school community. We continue to welcome feedback on this policy, our RHE curriculum and the resources we use.

Our RHE curriculum *aims to equip all children with the skills & knowledge to enable them to lead a happy, healthy & purposeful life.* We want to develop children who *can give back to their local community & the wider world*, through being kind, caring and considerate human beings.We want our pupils to know how to keep themselves safe both online and in real life, and build happy, safe relationships as they negotiate life.

We fully embrace the new statutory curriculum in Relationships and Health Education and have integrated this into our existing PSHE curriculum, ensuring that the statutory objectives are taught in a way that suits the needs of our children and community. We ensure RHE fosters equality (please see The Equality Act 2010) and that all our families are represented within the curriculum.

We consult with parents where appropriate and want our curriculum to value all the different families within our community and wider society. We also recognise the importance of our curriculum being reflective of local issues and the concerns that our community faces.

We view the partnership of home and school as vital in providing the context for our RHE learning and fully understand the vital role that our parents play in teaching the values included within the RHE curriculum. We understand that, “Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships” (Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, July 2020)

Our school’s overarching aims for pupils, are to develop young people who are skilled in living happily and healthily in the wider world.

The intended outcomes of our programme are that pupils will:

* know and understand how to stay healthy (mentally and physically) and what respectful relationships look and feel like (in their families and friendships)
* understand they have a right to be safe, in their every-day life and online relationships and that they (and others) have the right to privacy
* understand they have a responsibility to recognise theirs and others feelings, being kind and considerate and respectful of others who may be different to them. They also have a responsibility to be truthful and honest and to share with trusted adults if they feel unsafe.

We do this, in Years 1-6, through teaching and learning about:

- Families and People who care for me

- Mental Wellbeing

- Respectful Relationships

- Caring Friendships

- Online Relationships

- Internet Safety and Harms

- Being Safe

- Basic First Aid

- Health and Prevention

- Physical Health and Fitness

- Healthy Eating

- Drugs, Alcohol and Tobacco

In Early Years (Nursery and Reception), teachers plan opportunities for children to explore Personal, Social and Emotional Development (PSED), focusing on:

* Self-confidence and self-awareness - building confidence to try new activities; say why they like some activities more than others; become confident to speak in a familiar group; talk about their ideas, and choose the resources they need for their chosen activities; say when they do or don't need help.
* Managing feelings and behaviour - talk about how they and others show feelings; talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable; work as part of a group or class, and understand and follow the rules; adjust their behaviour to different situations, and take changes of routine in their stride.
* Making relationships – play cooperatively, taking turns with others; take account of one another's ideas about how to organise their activity; show sensitivity to others' needs and feelings; form positive relationships with adults and other children.
* The value of stories to embed these skills – EYFS will use the “Think Equal” scheme of work to support this.

We ensure RHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by expecting all children to access RHE lessons, with adaptations where appropriate. This may include consultation with parents. Where a child has an EHCP, teachers will use this to plan provision that is most appropriate. We are aware that often their special needs or disability, may mean that this group of children are more vulnerable than others – this means a high quality RHE and PSHE curriculum are vital and inclusion in our curriculum is essential.

At Belfield we are teaching Relationships and Health Education as is statutory. We are not explicitly teaching Sex Education other than within the Science Curriculum (which dovetails with the RHE curriculum), therefore we teach children “the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.” Some of this content will occur in Science lessons, some in RHE lessons. Therefore, as the content covered is statutory, parents are unable to withdraw children from these lessons. We do however, welcome dialogue with parents who have concerns and adaptations may be made if appropriate, especially when teaching puberty (Y5) and human reproduction (Y6). In consultation with governors, staff, children and parents, we have made the decision that these two subject areas within the RHE curriculum, will be taught to boys and girls separately – though both groups will be taught the same content.

We inform parents prior to children being taught about puberty and reproduction, so that they have an opportunity to speak to their child before and/or after the planned lessons, supporting their child’s understanding of the subject and answering any questions that may arise. We aim to reassure parents that the content taught is age-appropriate and sensitively delivered.

Reflecting the importance of Relationships and Health Education, we ensure that these lessons are taught by teachers wherever possible. Each Year group (from Y1 to Y6) teaches the same unit at the same time, ensuring that key messages are reiterated in assemblies and whole school events.

Reviewed: October 2023

Next review: October 2024