

# Relationship & Health Education Policy

*A policy for all trust schools and families*

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Date of last review:	February 2025	Author:	Chris Dyson, DCEO
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School:	All	Key Contact Name:	Chris Dyson, DCEO

Key contact email:	CEODCEO.Office@	Version:	1.2
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## 1. Introduction

Create Partnership Trust is committed to providing all children with high-quality provision to support, develop and maintain their health and well-being and the building of positive relationships across all communities. This work is developed for all our pupils from Nursery through to Year 6, with age-appropriate content and will prepare them for the next stage of their education and towards adolescence.

Relationship & Health Education (RHE) has two distinct elements:

- Learning about relationships
- Learning about physical and mental health and wellbeing

**The relationships curriculum** leads to an understanding of the way in which relationships develop and grow over time from childhood through to adulthood. Part of this is about understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships. It is about developing an understanding of safety in both the physical and online environment. It promotes self-respect, confidence, and respect and responsibility towards others. It emphasises the importance of family life, stable and loving relationships, safety, love and care.

**Health education** includes teaching pupils how to keep their bodies and minds active, healthy and safe. It also includes teaching about puberty and the changes that occur as pupils move into adolescence. The lessons are based on teaching facts to pupils in an age-appropriate way, to support their understanding and help them to grow and flourish. From the academic year 2020/21, it is a legal requirement to teach Relationship and Health Education at primary school. It is also a legal requirement that parents/carers are consulted. This is the responsibility of each school. Parents do not have a legal right to withdraw their children from the teaching of RHE. Please

note:

This Trust policy does not include teaching sex education. The Trust's policy on that subject is explained further below in section 15

## 2. Legislation & Guidance

This policy has been written with regard to the following:

- Birmingham Approach to Relationships and Health Education in Primary Schools, 2020, BCC
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations, 2019, DfE
- Relationships & Health Education Statutory Guidance, 2019, DfE
- Parental Engagement on Relationships Education, 2019, DfE

These regulations and guidance follow the statutory guidance:

- Section 80A of the Education Act, 2002
- Section 403 of the Education Act, 1996
- Sections 34 and 35 of the Children and Social Work Act, 2017

The policy is also influenced by a number of other statutory and non-statutory guidance, including:

- The Equality Act, 2010
- Keeping children safe in education 2022

and through consultation with the pupils, parents and staff in each school

### 3. Aims of the Policy

- To provide clear guidance for parents, staff and other stakeholders on the approach taken by the Trust and the schools to the teaching of RHE
- To develop pupils' understanding that RHE is a gradual, developmental process which promotes positive family relationships and good mental and physical health and wellbeing, appropriate to pupils' age and maturity.
- To work in partnership with parents/carers.
- To provide a knowledge and skills foundation for the next stage of pupils' education so they can move confidently and responsibly towards adolescence

### 4. Objectives of the RHE

#### Programme Relationship

##### Element

**To support pupils** in their understanding, skills and knowledge in relation to:

- Respect for themselves and others including difference and diversity
- The significance of stable relationships and their importance for family life and in ensuring that there is no stigmatisation based on pupils' home circumstances
- Recognition of pressure in all its forms and the strategies to resist it
- Recognition and management of risk and keeping themselves safe, physically, emotionally and online
- Active challenging of stereotypes and prejudice and anti-bullying and anti-racist issues
- Critical analysis of media messages that may contradict and conflict with other beliefs and views
- Knowing who can support them and how to access this support
- The development and practice of decision-making skills

##### Health Element

**To support pupils** in their understanding, skills and knowledge in relation to:

- What helps to keep their bodies and minds healthy and how they can improve their health and wellbeing
- Making responsible choices about their health and well-being
- The importance of personal hygiene
- The dangers of drugs, alcohol and tobacco
- Pubertal changes

### 5. Roles & Responsibilities

#### The Board of Directors (Trustees)

The Board:

- Ensures that a Trust policy is in place
- Receives updates from the DCEO/HT via the School Profile, including the school's consultative process with parents/carers
- Is informed of any gaps or breaches of the policy via the School Profile or CEO's report

#### The CEO



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The CEO:

- Ensures that the policy is drawn up, circulated and published in accordance with DfE guidance
- Receives updates from the schools including information about the consultative process
- Reports any gaps or breaches to the Board

### **The Local Governing Board**

The LGB (if in place) ensures that:

- Local Governors are fully aware of their role in monitoring the curriculum including RHE

### **The Headteacher**

Ensures that:

- There is full consultation with key stakeholders
- RHE is provided as part of the school's basic curriculum
- An annual report to parents or carers is provided for each child, giving brief particulars of RHE
- Pupils make progress in achieving the learning objectives of the school's RHE curriculum
- The teaching of RHE is well led and effectively managed and the quality of provision and compliance is monitored effectively
- Teachers are up-to-date with the latest regulations, guidance and best practice regarding RHE
- Teachers explore how pedagogies and technology can be utilised to support teaching and learning
- Clear curriculum information is regularly provided for parents/carers
- Staff are given the right training and resources so that they are skilled and equipped for good delivery

### **The staff**

Are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring pupils' achievement
- Responding to individual needs
- Coverage of the curriculum with appropriate planning and assessment

### **The pupils**

Expected to:

- Engage fully in RHE
- Treat others with respect and sensitivity

## **6. Organisation & Methods of Teaching**

Relationship and Health Education is taught mainly by the class teacher as part of the broader curriculum for Personal, Social and Health Education (PSHE). Teachers take a balanced, non-judgmental approach to delivery, acknowledging that there are many different views and values around relationships, healthy behaviours, etc. Some teaching is delivered in regular lesson slots and some takes place during assemblies or special focus weeks or projects. Teachers use a range of teaching methods and age-appropriate resources to deliver RSHE/PSHE that best meets the intended learning outcomes for each year group. They use their knowledge of the class and their professional expertise to select resources and activities that are most suitable. They set out expectations for the way that pupils should contribute and ask questions.

The Trust's RHE programme and this policy are in line with guidance developed and produced by primary teachers and leaders in Birmingham, including representatives from our own Trust, and is sensitive to the needs of the communities we serve. There will be no formal assessment in RSE/PSHE (there is no statutory requirement to assess

or report on RSE outcomes) To ensure that pupils are achieving the intended learning outcomes however assessment will be in different forms and may involve quizzes, work samples, presentations, debates, etc. (See Reporting, monitoring and evaluation below p9.). The RHE programme is set out in Appendix 1

Where discrete aspects of the curriculum are being taught in gender groups (e.g menstruation and body changes in Years 5/6), the school also pays sensitive attention to the gender of the deliverer. Each school may also use the services of external parties (e.g health specialists) to lead this teaching.

All parents have an opportunity to view any resources or talk with a senior member of staff prior to these discrete lessons.

### **7. Answering Difficult Questions**

Questions that arise in any lessons are answered according to the age and maturity of the pupil concerned. Questions outside the parameters of the scheme of work are referred to parents. Questions are answered directly or addressed later in line with policy. No one (teacher or pupil) is expected to answer a personal question.

Correct scientific names for body parts are used and meanings of words are explained in a sensible, factual and age-appropriate way.

### **8. Use of External Partners**

The curriculum is delivered by school staff or external partners (such as a school nurse), including in single gender classes (for some of the discrete teaching in Years 5/6). All external partners must be DBS checked and made aware of this policy and those for Safeguarding and Child Protection and No Platform before they make any delivery to pupils. They must deliver within the boundaries of the agreed school programme and Trust policy. Their delivery is supervised and evaluated by the school.

Since 2020, all arrangements for external partners and direct working with pupils must also take account of COVID- 19 restrictions and infection control risk assessments.

### **9. Working with Parents**

The Trust and the schools recognise fundamentally that parents/carers are key partners in the delivery of a comprehensive RHE programme and we seek to work in partnership with them through consultation and support.

We consult regularly with parents, especially where a new unit is being introduced, so that they are fully aware of the content and type of delivery. It is crucial to us that all parents/carers have confidence in the school curriculum and can make contact directly with the a senior leader if they have any questions or concerns. School leaders will always do their best to address any worries and to respect all our pupils' backgrounds, religions and cultures.

Each school also offers interpreting facilities for speakers of community languages whose English may be limited or where subjects may be sensitive.

### **10. Parent Withdrawal**

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE.

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

We are committed to working with parents and carers. Parents and carers are invited to contact the school directly with any queries or concerns. The resources used are also available on request



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### 11. Provision for Pubertal Pupils

Sanitary protection for the girls is available from named female staff in the school and all staff are made aware of where it is kept. Girls are guided to the location of sanitary disposal units and trained on their use.

### 12. Equalities & Inclusivity

The Relationship and Health Education policy and programme reflect the ethos of the schools, by providing a secure, non-judgmental environment in which to learn. All pupils are treated equally regardless of gender, race, disability, social background etc. We have a commitment to ensure that our curriculum is relevant to all pupils and is taught in a way that is age and stage appropriate.

Every pupil has a right to feel included and valued in our school community. Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above.

An example of this in relation to RSE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities (SEND). Teachers assess the needs of each pupil and ensure that appropriate support is put in place. This may involve individual work with a Personal Support Assistant (PSA) or Learning Mentor and/or small group work.

In terms of other characteristics, we encourage pupils to consider the whole range of individual and group similarities and differences, encouraging respect for all and an increasing knowledge of the dangers of stereotyping. We learn about and celebrate diversity and recognise the equality of all.

### 13. Confidentiality & Safeguarding

Due to the content of RSHE and PSHE, the exploration of sensitive issues may lead to disclosures of a child protection concern. Staff always endeavour to respect a pupil's confidence unless they consider her/him or another pupil to be at risk. Where confidentiality has to be breached, this is explained, as far as possible, to the pupil. Staff cannot promise a pupil that they will *keep a secret*.

Pupils may disclose issues which are not significant in terms of child protection but may need to be discussed with parents. Matters are treated with respect in these cases and a confidential conversation takes place with parent/carer.

### 14. Sex Education

Whether or not a school provides a sex education programme, all parents are informed.

The Trust recognises that sex education is not compulsory for primary school-age pupils and, in broad terms, does not expect to make provision for it. However, there may be occasions when the CEO/DCEO/HT feels it is necessary to include sex education as an extra programme of study and where parents/carers in a particular community request it or agree to the school's request.

In these cases, the school must follow a particular process which is made explicit to the parents/carers:

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- The school or a significant number of parents/carers identifies the need for a sex education programme (usually in Year 6)
- The CEO is consulted and gives first stage approval
- All parents/carers of pupils in that year group are consulted
- Provision is made for the pupils whose parents/carers have agreed to their own child's participation
- Parents may exercise their right of withdrawal but we envisage that this should be unnecessary as each family will have given their permission (or not) and their response is respected.

### **I5. Reporting, Monitoring &**

#### **Evaluation Reporting**

- The Board (through its Curriculum and Resources Committee and any Local Governing Board) receives reports from the DCEO/HT (the School Profile) and the CEO.
- The Board also reviews any major policy changes.

#### **Monitoring and evaluation**

- Unless any issues have arisen, the monitoring of RHE takes place at school level and is the responsibility of the DCEO/HT or another delegated senior leader.
- The school is generally advised to evaluate the impact of RHE through qualitative data such as: feedback from pupils; observations of pupils' behaviour; attitudes and engagement, staff affirmation, parental feedback, etc.
- Quantitative data may also be helpful; e.g. a reduction in the number of bullying or racist incidents that can be directly or indirectly attributed to the RHE programme.

### **I6. Complaints**

Any complaint from a parent/carer about Relationship and Health Education is forwarded to the HT who makes arrangements to meet with the parents to discuss the matter and conduct an investigation if that is necessary.

### Appendix I – Programme Content

Across the Trust, Relationship and Health Education is taught through Personal, Social and Health Education (PSHE) and the science curriculum and for the early years, under the Personal, Social and Emotional Development (PSED) framework. There may also be occasional focus events or projects such as health weeks, special assemblies, debates, etc. The school may also receive special visitors such as theatre groups to reinforce learning.

There are two distinct aspects of the programme:

1. Relationship education
2. Physical health and mental wellbeing

The programme is based on work developed in Birmingham and includes lesson plans and guidance.

#### Relationship Education

	<b>By the end of Year 6, pupils should know:</b>
Families and people who care for 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 own 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>

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Respectful relationships	<ul style="list-style-type: none"><li>• the importance of respecting others, including where there are differences (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li><li>• practical steps they can take in 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></ul>
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	<ul style="list-style-type: none"> <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> <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	<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> </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 -for example; family, school or other sources</li> </ul>

### Physical Health & Mental Wellbeing

**By the end of Year 6, pupils should know:**

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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><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</li><li>• 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></ul>
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	<ul style="list-style-type: none"> <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>
Internet safety and harms	<ul style="list-style-type: none"> <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>
Physical health and fitness	<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> </ul>
Healthy eating	<ul style="list-style-type: none"> <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> </ul>
Drugs, alcohol & 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>
Health & Prevention	<ul style="list-style-type: none"> <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> </ul>





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	<ul style="list-style-type: none"><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>
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>• Pupils should know: 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>