

Relationships and Health Education Policy (from 2020)



Please read this policy in conjunction with:

- Keeping Children Safe in Education
- Equality Act 2010
- Promoting Fundamental British Values as part of SMSC in schools

Approved by:	[Name]	Date: December 2020
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1. Aims

The aims of Relationships and Health Education (RHE) at our Multi-Academy Trust is to:

- Provide a framework in which sensitive discussions can take place
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Prepare pupils for the changes that adolescence brings and support their emotional and physical development effectively before their transition to secondary school (KS2 specific).

2. Statutory requirements

As a Multi Academy Trust for primary aged pupils, we must provide Relationships Education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We have chosen to follow the National Curriculum guidance for teaching in this curriculum area as we are expected to offer all pupils a curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum *such as 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.*

At Esprit Multi-Academy Trust, we teach RHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHE in Primary education is about the emotional, social and cultural development of pupils, and involves learning about positive relationships, sharing information including online, positive emotional and mental wellbeing, healthy lifestyles, diversity and personal identity.

5. Curriculum

We currently follow the 3D PSHE scheme of work across KS1 and KS2 and the Stoke on Trent syllabus for EYFS.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account 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 they are fully informed and do not seek answers online.

As children enter the last year of Primary education (age 9-11) they will learn:

- key facts about puberty and the changing adolescent body including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

With regards to Year 6, parents will be consulted about the detailed content of what will be taught to ensure that the needs of the children are met as they start preparing for their transition to secondary. The consultation will include support for parents in talking to their children about Sex Education, its importance at this stage of their child's education and how to link this with what is being taught in school.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHE

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).

Relationships education 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

For more information about our RHE curriculum, see Appendices 1 and 2.

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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RHE policy, and hold the Executive Principal to account for its implementation.

7.2 The Executive Principal

The Executive Principal is responsible for ensuring that RHE is taught consistently across the Academies and will hold Academy Principals to account. They are responsible for managing requests to withdraw pupils from [non-statutory/non-science] components of RHE (see section 8).

7.3 Staff

Relationships education will be taught by a member of class-based staff.

Sex Education will be taught by a teacher or medical professional.

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

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 Academy Principal or line manager.

7.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

With inclusion at the heart of all teaching and learning at Esprit Multi-Academy Trust, lessons are differentiated and personalised to care for the needs of all learners, including those with SEND. We are mindful of preparing SEND pupils for adult outcomes, as set out in the SEND Code of Practice. We are committed to ensuring that our RSE lessons are developmentally and age appropriate, and delivered with reference to the law.

We recognise that some pupils are more vulnerable to exploitation and bullying due to the nature of their SEND. RHE is a particularly important curriculum subject for those pupils with Social, Emotional and Mental Health needs or learning disabilities. These factors are taken into consideration when designing and teaching lessons.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE only. In Esprit multi-academy trust, we do not teach any non-statutory elements of Relationships and Sex Education and therefore, parents are not able to withdraw their children from any part of the curriculum currently taught.

9. Training

Staff are trained on the delivery of RHE as part of our continued professional development calendar.

The Curriculum leader will also invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

10. Monitoring arrangements

The delivery of RHE is monitored by the Curriculum Leader through continued monitoring arrangements, such as planning scrutinies and learning walks.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Curriculum team, annually. At every review, the policy will be approved by Trustees and the Executive Principal.

Appendix 1: Curriculum map

Relationships and health education curriculum map

EYFS and Key Stage 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school Safety Week Focus	E safety KS1 – 3D PSHE Core Theme 1 - Unit 5 Keeping Safe: lesson 4 Personal Safety EYFS Relationships Ed Staying safe in our school	E safety KS1 – 3D PSHE Core Theme 1 - Unit 5 Keeping Safe: lesson 5 Emotional Safety EYFS Relationships Ed Who keeps us safe?	E safety KS1 – 3D PSHE Core Theme 1 - Unit 5 Keeping Safe: lesson 2 Road Safety EYFS Relationships Ed Reception Keeping Safe – 3 (Crossing the road)	E safety KS1 – 3D PSHE Core Theme 1 - Unit 5 Keeping Safe: lesson 4 Drug Safety EYFS Relationships Ed Nursery Me and others – 4 (Daisy – Medicine)	E safety KS1 – 3D PSHE Core Theme 1 - Unit 5 Keeping Safe: lesson 1 Sun Safety EYFS Relationships Ed Sun safety lesson Unit 3 lesson 3	E safety Stranger Danger Water Safety Road Safety
KS1 P.S.H.E 3D PSHE Scheme of Work	Core Theme 1 Health and Wellbeing	Core Theme 1 Health and Wellbeing	Core Theme 2 Relationships	Core Theme 2 Relationships	Core Theme 2 (Y1) Relationships Core Theme 3 (Y2) Living in the Wider World	Core Theme 3 Living in the Wider World
Year 1	Unit 1 Healthy Lifestyles	Unit 2 Bullying	Unit 2 Hygiene	Unit 1 Communication	Unit 4 Family and Friends	Unit 1 Rules and Responsibilities

Year 2	Unit 3 Changing and Growing	Unit 4 Bullying	Unit 2 Communities	Unit 3 Fairness	Unit 2 Emotions	Unit 3 Money and Finance
Nursery Relationships Education Stoke – Little People of Stoke	Induction – All about me	Unit 1 Feelings	Unit 3 Keeping Safe	Unit 2 Me and Others	Unit 4 Growing up	Unit 4 Growing up Transition
Reception Relationships Education Stoke – Little People of Stoke	Unit 1 Feelings Rules and Routines	Unit 1 Feelings	Unit 3 Keeping Safe	Unit 2 Me and Others	Unit 4 Growing up	Unit 4 Growing up Transition

Key Stage 2 P.S.H.E 3D PSHE Scheme of Work	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Additional Units</u>	<u>Curriculum Links</u>
<u>Year 3</u>	Core 1: Health and Wellbeing Unit 1: Physical, Emotional and Mental Unit 2: Healthy Lifestyles Unit 3: Nutrition and Food	Core 1: Health and Wellbeing Unit 4: Aspirations Unit 5: Emotions Unit 6: Safety (online)	Core 1: Health and Wellbeing Unit 7: Growing and Changing Unit 8: First Aid Core 3: Living in the Wider World Unit 1: Rules and Responsibilities		
<u>Year 4</u>	Core 2: Relationships Unit 1: Communication Unit 2: Collaboration Unit 3: Bullying	Core 2: Relationships Unit 4: Similarities and Differences Unit 5: Healthy Relationships Core 3: Living in the Wider World Unit 1: Rules and Responsibilities	Core 3: Living in the Wider World Unit 2: Collaboration Unit 3: Discrimination Unit 4: Economic awareness		
<u>Year 5</u>	Core 1: Health and Well-being Unit 1: Health Unit 2: Nutrition and Food Unit 3: Aspirations	Core 1: Health and Well-being Unit 4: Emotions Unit 5: Safety Core 2: Relationships Unit 1: Communication	Core 2: Relationships Unit 2: Collaboration Unit 3: Similarities and Differences Unit 4: Healthy Relationships		Puberty and the changes in the adolescent body including menstrual cycle.
<u>Year 6</u>	Core 3: Living in the Wider World Unit 1: Rules and Responsibilities Unit 2: Diversity Unit 3: Economic awareness	Core 3: Living in the Wider World Unit 1: Rules and Responsibilities Unit 2: Diversity <i>(Additional Unit: Substance use)</i>	Core 3: Living in the Wider World Unit 3: Economic awareness Unit 4: Enterprise <i>(Additional units: RSE and ER taught in summer 2)</i>	Substance Use RSE Radicalization and Extremism	

Appendix 2: End of primary objectives

By the end of primary school pupils should know (taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed This is covered under 'Core 2: Relationships but not specific to family
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources