Heyhouses CE Primary School

Relationships and Health Education Policy

Mission Statement

At Heyhouses we aspire to be all that God has created us to be.
'I can do all thing through Christ who strengthens me.' Philippians 4:13

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for the spiritual, mental, moral and physical development, growth and well-being of all our children.

— Firm Foundations — Ambitious Learning — Flourishing for life —

Introduction

This policy covers our approach to Relationships and Health Education. It aims to set out the purpose of Relationships and Health Education and the intended outcomes for pupils. It also includes our curriculum coverage and how it is delivered.

Statutory Regulations

This policy takes into consideration the following legal requirements, national strategies and government guidance:

·Education Act (1996)
·Learning and Skills Act (2000)
·Education and Inspections Act (2006)
·Equality Act (2010)
·Children and Social Work Act (2017)
·Keeping Children Safe in Education (2020)
·Department for Education - Guidance for Personal, Social, Health and Economic (PSHE) Education 2020
·Department for Education - Guidance for the teaching of the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020

Rationale

Relationships Education has been a statutory component of the PSHE and Citizenship curriculum since September 2020. Relationships Education is defined as 'the fundamental building blocks of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults' (Dfe). It also includes online relationships, how to stay safe and appropriate behaviour regarding online relationships.

Sex Education is not compulsory in Primary schools. However, the Dfe recommends all primary schools should have a Sex Education programme tailored to the age and physical and emotional maturity of the pupils. Some Sex Education content is already taught in schools within statutory Health education, including puberty and menstruation. The National Curriculum for Science also includes subject content in related areas, 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. It is for primary schools to decide whether additional Sex Education lessons should be taught to meet the needs of the pupils.

RSE at Heyhouses

The Governing Body of Heyhouses Church of England Primary School recognises its responsibilities towards the children in this important area of their development. To meet these responsibilities and to support pupils' ongoing emotional and physical development effectively and assist with the transition to High School, the governors have agreed that additional Sex Education should be taught throughout school as part of PSHE and Citizenship Education, Relationships Education and the Science curriculum.

RSE at Heyhouses will contribute to the requirements of the legislation and the school's aims by promoting a Christian context for the spiritual, emotional, moral, social, mental, cultural and physical development of the growth and well being of our children. It will also prepare children for the opportunities, responsibilities and experiences of their future lives and relationships.

It is our philosophy that we should not avoid issues that are important in the lives of our children, but we also recognise that we do not go beyond what they can comprehend. It is also important that respect for the views of children and parents from other cultural and religious backgrounds are considered.

We recognise that RSE is lifelong learning about physical, moral and emotional development, which begins in childhood. This policy will enable children to manage and understand their relationships in a responsible and healthy way.

The teaching of RSE is recognised to be sensitive for all concerned and is intended to fit into the planned curriculum when the children will learn about growth and development through the appropriate levels at each key stage.

RSE will be presented to enable the children to recognise and understand the value of family life, marriage and stable, loving relationships for the nurture of both children and adults. We recognise that our children come from varied backgrounds and so great sensitivity will be applied. RSE will encourage respect for moral and spiritual values which will reflect the Christian foundation of our school.

Aims

Within a Christian context, we aim to:

- Provide a secure, sensitive and caring framework where learning and discussion can take place.
- Provide accurate information to enable children to understand the processes of growth and sexual development, including personal hygiene and related health issues, thereby developing an awareness of, and respect for themselves and others.
- To create a positive culture around issues of sexuality and relationships.
- Develop and explore related attitudes, values and emotions.
- Develop knowledge about healthier and safer lifestyles in order that they are able to make informed decisions.
- Promote the significance of marriage and committed stable relationships as the key building blocks of community and society.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse of feelings of being unsafe.
- To help pupils develop a positive and secure personal identity, a sense of their own value and

feelings of confidence and empathy.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- Instil in children positive attitudes and values with regards to gender and to prevent the development of sexist and stereotypical attitudes.
- Prepare pupils for opportunities, responsibilities and experiences of adult life.

Roles and Responsibilities

Governing Body – will work closely with school staff to monitor the teaching and learning of Relationships and Sex Education.

Headteacher and Senior Leadership team – will support all staff in school in the preparation and delivery of RSE and work to create a school ethos which supports and upholds content in the curriculum.

RSE Subject Leader –will create and implement a whole school scheme of work appropriate to our school setting. They will also support and monitor teaching and learning in this area.

Class teachers – will deliver high-quality RSE lessons within the school's PSHE scheme of work and current best practice.

Support Staff – will enhance the delivery of RSE by providing targeted intervention wherever needed.

Pupils – will engage respectfully and responsibly with all taught content.

Parents and Carers – will be fully informed about what their children will be learning and will be actively encouraged to participate in the curriculum where appropriate.

Relationships Education Curriculum

At Heyhouses Endowed C of E Primary School, we use the Twinkl Life scheme of work which aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful Personal, Social, Health, Economic and Relationships curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself. The units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of the community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

The Twinkl Life resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the Dfe in all key documentation relating to PSHE and Relationships provision in schools. This scheme covers all the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The

scheme of work fulfils the requirements of the 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Implementation of the Curriculum

The scheme of work is taught in thematic units, which consist of six lessons, each with supporting materials. These units are taught in a spiral curriculum that revisit each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE, Citizenship and Relationships education regularly at a depth that is appropriate for the age and stage of the child. Lessons also signpost key words, building a rich vocabulary to develop understanding.

At Heyhouses, our curriculum will be delivered in a way which is accessible to and inclusive of all pupils. These lessons will involve a variety of teaching methods and interactive activities to encourage pupil engagement. We aim to create a safe and supportive climate for learning in which all children can thrive, feel able to ask questions and discuss issues openly.

All our pupils will participate in weekly PSHE, Citizenship and Relationships education lessons. Ground rules will be established in class, and pupils will be reminded regularly of these. Special consideration will be given when teaching particularly sensitive content; staff will be fully aware of the children in their class and how they might relate to the lesson content, providing extra support to enable participation.

Each class will have a question box which gives pupils the option of writing down their questions and receiving an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed in all PSHE and Relationships education lessons, meaning that children are able to engage with and explore issues deeply without having to discuss their own lives and experiences.

Sex Education

The majority of Sex education falls under the Science Curriculum.
In Year 2, children learn that animals, including humans, have offspring that grow into adults. They are introduced to the concepts of reproduction and growth but not how reproduction occurs.
In Year 5, children are taught about the life cycle of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning about puberty.

Additional Sex Education lessons will also take place as part of Relationships Education at Heyhouses. It has been agreed that these additional focused RSE lessons will take account for five lessons of the Twinkl Life PSHE scheme and will take place for Year 2, Year 4 and Year 6 in the ‘Growing Up’ units. These lessons contain learning on male and female body parts, the purpose of male and female genitalia, how babies are conceived, how babies are born, what a sexual relationship is and contraception.

Right of Withdrawal

Parents have the legal right to withdraw their child from all or any part of the school’s programme for Sex Education, except those elements which are required by the National Curriculum Science Orders and the now statutory Relationships Education.

We ask that any parent who may be considering the exercise of this right should first read this RSE policy and the PSHE Curriculum provision maps, which detail the contents and overview of the Relationships Education and the five additional Sex Education lessons. If they still wish to withdraw their child, they should make an appointment with, or put this request in writing to the Headteacher to discuss what a decision may involve. If a child is withdrawn from Sex Education, the school would be unable to prevent the child from asking their peers what they had learnt in the lesson.

Parents of children in Year 2, Year 4 and Year 6 will be notified prior to the Sex Education lessons in the Growing Up units. This will include a right to withdraw their child.

Alternative work will be given to pupils who are withdrawn from Sex Education.

Assessment, monitoring and Reporting

Self-assessment is an important part of learning in Relationships Education. Children will reflect on their learning throughout the units. However, due to the personal nature of taught content, we believe it is important that learning in Relationships Education is seen as developmental and not as succeeding or failing. At Heyhouses, all children should feel that they are succeeding in Relationships Education, whatever their starting or ending point within a unit of work. We highly value pupil voice and will consider the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

Comments on children's learning and progress in Relationships Education, as part of the wider PSHE and Citizenship Education will be reported to parents and carers in annual written reports in July.

Safeguarding and Confidentiality

Teachers are aware that effective Relationships teaching brings an understanding of what is and what is not appropriate in everyday life and can lead to a discussion of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead, and in their absence, their deputy. In some cases, a child's question may indicate them to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. If a child puts a private question to a teacher or another member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but reassurance will be given that any steps taken will always be in the child's best interests.

Answering Children's Questions

Sometimes a child will, in the classroom, ask an explicit question on a topic which may lead into a sensitive, difficult or controversial area. It is the policy at Heyhouses that the teacher may use their professional judgement at that time as to whether to answer in the context of the lesson to enable teaching and learning to continue. However, such questions do not have to be answered directly or immediately. The teacher may answer the child later and individually or decide to refer the question to parents. The school expects teachers to use their professional skills and discretion in such cases, and always to keep in mind the age and maturity of the child, as well as the aims,

values and procedures set out in this policy document. If a teacher is concerned or in doubt, he/she will first consult the Headteacher or Deputy.

Visitors

From time to time, Heyhouses invites visiting speakers to contribute to Relationships and Sex Education. Such visitors will be suitably qualified to support the school's programme and will adhere to the school's Safeguarding policy.

A teacher remains in the classroom when visitors are with the children.

Special Educational Needs

Equal access is provided to the RSE curriculum. Teacher support and follow-up work/discussion may be deemed appropriate in exceptional circumstances.

Parental Involvement

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

We involve parents by:

·parent/ carer surveys
·workshops
·communication about when Sex Education lessons will take place
·leaflets
·consultation on updated and amended RSE policy
·making the policy available on the School website

Parents who would like to discuss any aspect of the RSE curriculum are welcome to make an appointment with the Headteacher.

Links to other Policies

This policy should be cross-referenced to the following related policies:

·PSHE and Citizenship Education
·Anti-Bullying
·Behaviour
·Equality
·Online Safety
·Safeguarding and Child Protection
·SEND

Monitoring and Evaluating RSE

The RSE curriculum, as part of the wider PSHE and Citizenship curriculum will be closely monitored. Continuous assessment and evaluation of the individual programmes of study are essential if they are to be successful. Modification can then take place if necessary. Decisions can then be made in consultation with the Headteacher about review and development.

Reviewing the Policy

This policy was produced by the RSE leader (Kylie Quigley) in consultation with the Headteacher (Elizabeth Hodgson), the teachers and the School Governing body.

Reviewed: September 2026

Date of next review: September 2027