



**Relationship and Health Education
(RHE) Policy
June 2023**

School Vision and Rationale

Our values vision is to create a harmonious, hard-working and happy school. When applied throughout the school, we aim to give children the tools for better social relationships, greater self-respect and respect for each other, leading to an emotionally stable community.

Our six core values, chosen in consultation by staff and children, are: care, perseverance, appreciation, respect, honesty and unity.

This policy should be read in conjunction with:

Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers.

Click [here](#) to view.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

From September 2020 it is a legal requirement to teach Relationships and Health Education at primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

SCHOOL CONTEXT

Our school community comes from a wide and diverse society. This diversity means that our community has a wealth of faiths and beliefs. In line with our values-based ethos, we ensure that each member of the community is valued and respected. In setting out what is to be taught, careful consideration is given to ensure all teaching is age appropriate, while continuing to follow mandatory guidance from the government.

A high proportion of pupils are eligible for the pupil premium funding and this is used to provide additional support for those pupils for their wellbeing and academic achievements.

POLICY DEVELOPMENT AND CONSULTATION

The policy has been developed through consultation with our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

Relationships and Health Education

At Blakesley Hall Primary School, understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about the understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. ***The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.***

Relationships and Health Education does not include teaching about sex (and the schools policy on that subject is explained further below).

Aims and Objectives of this policy and the relationships education curriculum:

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually
- Relationship Education provides a foundation for further work at secondary school
- To help young people to respect themselves and others
- To support pupils through their physical, emotional and moral development
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene
- To help pupils understand the significance of marriage and stable relationships and its importance for family life. ***Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances***
- To help pupils move more confidently and responsibly into and through adolescence
- To help pupils to understand a range of views and beliefs about relationships
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs
- To help children understand their rights as set out in the United Nations Convention on the Rights of the Child

MORAL AND VALUES FRAMEWORK THE PROGRAMME WILL REFLECT THE SCHOOL PHILOSOPHY AND ETHOS TO ENCOURAGE THE FOLLOWING VALUES:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

CONTENT OF PROGRAMME

PRIMARY

- Outline how Relationships and Health Education is provided to support personal, social and emotional well-being
- Our Relationship and Health Education curriculum has been developed through progressive units beginning from Year 1 to Year 6 (Please see overview below)

SEX EDUCATION

The school has decided, following consultation with parents, that the only teaching that it will provide about sex education is that which is included in the National Curriculum for Science. Parents do not have a right to withdraw their child from these Science lessons.

ORGANISATION AND METHODS OF TEACHING

Planning and delivery of the programme

- This scheme of work has been planned by school staff in Birmingham, led by Birmingham City Council, and supporting external agencies
- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected
- The discrete puberty programme will be taught in Years 5 & 6 in selected single gender groups by trained, confident staff
- Pupils will be taught about the changes related to their own and the opposite gender, how to manage the changes and where to get help at home and school
- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated
- Resources used have been selected through the parent and staff partnership and the materials selected are appropriate for each year group and enhance the learning

Overview of Mandatory requirements (Where are themes taught?)						
Relationship Education				Health Education		
Year Group	Relationship	Safety On & Offline	Families	Mental Well being	Health Prevention	Changing Bodies
1	*		*	*		
2	*	*	*	*		
3	*		*	*	*	
4	*	*	*	*		
5	*	*	*	*	*	*
6	*	*	*	*	*	*

AREAS OF RESPONSIBILITY:

Head Teacher and Governors

- Ensure the framework is followed
- Ensure that this policy is made available to parents
- When developing and amending this policy, work with parents and listen to their views

Teaching Staff

- Implement this policy with the guidance of senior leaders in the school
- Ensure that the policy is followed in applied practice
- Liaise with the governors on the teaching of RHE in school as required
- Liaise with parents and feedback any concerns, following the school's usual procedures
- Respond to the needs of pupils, following the school's usual procedures

SPECIFIC ISSUES

Confidentiality

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

Changing Facilities for Physical Education (PE); Upper Key Stage 2

In our school we ensure that pupils are offered privacy when changing for PE. Separate facilities will be offered to maintain privacy and self-esteem.

Use of External Providers

External providers should be made aware of the school's policies and procedures prior to planned delivery. They will be expected to follow the school's agreed scheme of work and that all delivery with pupils will be evaluated.

Answering Difficult Questions

- If a pupil/student asks a difficult question during a whole class session, staff will be expected to answer honestly and factually
- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents. This may be via a conversation at the end of the school or a phone call to inform a parent of the question raised, so that the correct support can be given
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles
- Teachers will focus heavily on the importance of healthy relationships
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern

WORKING WITH PARENTS

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role.

This policy, along with all lesson plans, for this aspect of the PSHE curriculum, are available on the school website. The PSHE curriculum is also available to view. This allows parents the opportunity to view exactly what is being taught to their children. Parents can raise questions on this policy in writing, by phone or by making an appointment with a leader, to discuss any queries or concerns they may have.

Parent Withdrawal

Parents do not have a right to withdraw their child from Relationships and Health Education lessons. As a school, the decision has been made not to deliver additional sex education lessons. Therefore parental requests for withdrawal from lessons are not required.

Any complaints will be addressed through the school's complaints procedure.

PROVISION FOR MENSTRUATION

A named person will be available to support pupils and will have all the necessary resources. This will be agreed with the child.

Sanitary disposal units are situated in the girls' toilet and the Disabled toilet in the Year 5 & 6 corridor.

Other related documents & policies

- Education Act 2002
- Keeping Children Safe in Education 2022
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- OFSTED School Inspection Handbook 2019
- Relationship & Health Education Statutory Guidance 2019 (DfE)
- United Nations Convention on the Rights of the Child
- School's Curriculum Policy

EQUAL OPPORTUNITIES/INCLUSIVITY

The school's Relationships and Health Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

MONITORING AND EVALUATION


This policy will be managed by the PSHE Subject Lead and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board.

The policy will be reviewed annually.

SHARING OF THE POLICY

This policy will be published on the school website.

The policy will be communicated to all staff and governors.

Head Teacher  DATE June 2023

Governor DATE June 2023

REVIEW DATE May 2024 (Annually)