



# Relationships and Health Education Policy

	Name	Signature	Date
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## Relationships and Health Education Policy

This policy should be read in conjunction with the school:

- Safeguarding Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy
- SEND Information Report
- Religious Education Policy

## **1. Rationale:**

Relationships and Health Education is an important forum to give pupils the life- skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Health Education is therefore a tool to safeguard children.

Relationships and Health Education contributes to the foundation of the PSHE and Citizenship Curriculum and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

### 1.1 Aims

The aims of Relationships and Health Education at our school are to:

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect oneself and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Develop personal responsibility for one's actions
- Gain accurate knowledge and understanding about sexuality and relationships
- Know where to get confidential advice and support
- Provide a framework in which sensitive discussions can take place
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty

### 1.2 Moral and Values Framework

Relationships and Sex Education (RSE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

The Relationships and Health Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. This Policy complements the Religious Education Policy of our school and will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Morals and Values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

## **2. Statutory requirements:**

From September 2020, Relationships and Health Education will be compulsory in primary schools and they will be required to teach the

elements of sex education contained in the science curriculum. At Bell Lane Primary School, we teach Relationships and Health education as set out in the Statutory requirements.

## 2.1 Sex Education

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Science and the new statutory Relationships and Health Education, we will be delivering two lessons in year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. At the parent meeting for year 6, we will make clear which lessons sit within sex education and outline your right to withdraw your child from these lessons.

## 3. Definition

Relationships and Health Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity.

Relationships and Health Education involves a combination of sharing information, and exploring issues and values.

## 4. Delivery of Relationships and Health Education

Relationships and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationships and Health Education are taught within the Science curriculum, and other aspects are included in Religious Education (RE) and Assemblies / Special Events.

At Bell Lane every class has a PSHE lesson once a week. We use Health Education Partnership (HEP) framework which is a comprehensive curriculum covering all statutory content of relationships and health education from Year 1 to Year 6 (the EYFS framework covers elements of the PSHE). We also use the Christopher Winter Programme - Teaching relationships and Sex Education with confidence, which is a highly rated and excellent learning and teaching tool.

Please see Appendix 1.

See our website for our PSHE Education Curriculum Overviews – [Add link](#)

Relationships and Health Education is delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

#### 4.1 How it is taught at Bell Lane school:

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships.
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- The school nurse backs up information on puberty seeing both the boys and the girls separately in single sex sessions. Working with the co-ordinator, this provides extra special time for single gender group work.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will consider equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.

#### 4.2 Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

### **5. Statutory content is as follows:**

## **Science Curriculum**

### Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## **Relationships Education**

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

## **Health Education**

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

## **6. Being an Inclusive School**

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law

- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

## **7. Meeting the Needs of SEND Pupils**

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

## **8. Confidentiality Statement**

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy and agreed procedure for recording and reporting disclosures and the nature of access to this information.

## **9. Assessing RSE and Monitoring the Programme**

The PSCHE lead ( Kunbi Eribenne) and the Deputy Headteacher will be responsible for

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress

- Recommending targets for whole school development

Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained

Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken account of, as the programme develops and changes.

This policy will be reviewed annually. At every review, the policy will be approved by the governing body.

## **10. Teachers' Responsibilities**

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of Relationships and Health Education. Furthermore, all those contributing to the programme are expected to work within the aims listed above.

## **11. Training staff to deliver Relationships and Health Education**

It is important that staff work within the values framework of the Relationships and Health policy and feel confident, skilled and knowledgeable to deliver effective Relationships and Health Education. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

## **12. Engaging Parents/Carers and the Right to Withdraw from Sex Education**

On entry to the school, parents are invited to read the Relationships and Health policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for Relationships and Health Education learning. Parents are kept informed about the content of the

programme and will be invited to a meeting at school in the summer term to view the resources.

Up until September 2020 parents have a right to withdraw their child from those aspects of Relationships and Sex Education (RSE) that are not included in the statutory science curriculum. From September 2020 Parents have the right to withdraw their child from Sex Education (as outlined above 2.1). From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

- 1.By making our commitment clear in the school handbook/brochure.
- 2.By inviting parents/carers to discuss personal development when their child enters the school.
- 3.By inviting parents/carers to a meeting to discuss Relationships and Health Education in the school.

Parents of year 6 children have a right to withdraw their children from the 'sex education' elements of Relationships and Health Education lessons (as outlined in point 2.1). If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then a request for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

### **13. Answering pupils' questions**

We encourage curiosity in children as it is an important part of their learning and children ask questions related to Relationships and Health Education both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to Relationships and Sex Education (RSE) outside of the

lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. Children who don't have their questions answered may look to other sources for information, such as the internet.

#### **14. Working with the Wider Community**

The following individuals were consulted in the development of this policy:

School nurse/ health professionals/ Adviser from CSF/ Community and/or faith leaders/Support agencies etc. (delete as appropriate)

#### **15. Disseminating and Monitoring the RSE Policy**

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to Relationships and Health Education or who may be involved in its delivery.

#### **16. Frequency of monitoring**

- Annually
- Review will reflect current good practice.
- Review will reflect new legislation.
- Date of next review -----

17. Parents needing further support talking to their child about Relationships and Health Education issues can contact the school. This policy will be available on the school website for parents.

Other useful information for parents: See appendix 1

The PSHE Association's resources for parents:

The guidance should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance) (2019)

- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) (2018)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) (2016)
- Equality Act 2010 and schools (2010)
- SEND code of practice: 0 to 25 years (statutory guidance) (2015)
- Alternative Provision (statutory guidance) (2013 – updated 2016)
- Mental Health and Behaviour in Schools (advice for schools) (2018)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (2017)
  - Sexual violence and sexual harassment between children in schools (advice for schools) (2018)
  - The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)

**Dear Parent/Carer,**

**As part of the school's Health Education programme, and in line with London Borough of Barnet's recommended scheme of work for Personal, Social and Health Economic (PSHE) Education, your child will soon receive Relationships and Sex Education (RSE).**

**There is a vast amount of, and sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc... which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.**

**If students are provided with timely and age appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them, and grow into confident and healthy adults who are able to make positive choices.**

**The session in school may reinforce what you are already doing at home. The school is committed to working in partnership with parents and is keen to hear your views about what students should be taught and share with you the Relationships and Health Education Policy and resources. We would therefore like to invite you to a workshop/coffee morning on X day at X time.**

**We would be grateful if you could please let us know if you will be attending.**

**If you have any questions, please feel free to contact me.**

**Yours**

**Miss Patel**

**Headteacher**

## APPENDIX 1:

### **An overview of the Christopher Winter Project- Teaching with confidence**

<https://cwpresources.co.uk/downloads/resources/RSE%20Primary%20Curriculum%20Overview%20-%20SAMPLE.pdf>

### Other Useful sites for information

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools> **(a guide is for parents too)**

<http://www.ncb.org.uk/about-us/our-specialist-networks/sex-education-forum>

<https://www.bigtalkeducation.co.uk>

## APPENDIX 2:

### Parent form for withdrawal from Sex Education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	



