



Relationships and Health Education Policy

Date agreed: September 2024

Review date: September 2026

Signed: _____

Headteacher

Signed: _____

Deputy Headteacher

Policy for Relationships and Health Education

Policy Formation and Consultation

This policy for Relationships and Health Education (RHE) has been written in consultation with Senior Leaders and Governors. It will be kept under review by and updated when necessary. Relationships and Health Education is now statutory in all primary schools, as per the Department for Education (DfE) guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020).

Definition of Relationship and Health Education Relationships

Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Health Education aims to provide children with the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Aims

The aim of the Relationships and Health Education policy is to clarify the content and the manner in which it is delivered in this school. Relationships and Health Education will follow the requirements of the new guidance and will be firmly rooted within the framework National Curriculum. We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. The RHE curriculum is designed to equip children with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people is complex and ever changing. We aim to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of our pupils.

Delivery RHE is delivered alongside Personal Social Health Education (PSHE) in a combined curriculum, as suggested by the DfE. This is timetabled for one hour a week as RHE/PSHE. As a school we have chosen not to teach the non-statutory Sex Education part of RHE. We use the Discovery Education Scheme of work and complement this with some PSHE content from Twinkl. See Appendix for the overview document for details of the themes and when they are taught. RHE/PSHE lessons are taught weekly in all Year groups. RHE is also taught in other National Curriculum subjects such as computing, science and PE. It is also taught on a whole school level via assemblies, extra-curricular visits and visitor workshops.

Through learning experiences we aim to:

- Adopt a whole school approach to Relationships and Health Education which fits the ethos of our school
- Provide a framework in which sensitive discussions can take place
- Deliver carefully and sensitively planned RHE lessons, carefully considering the makeup of our student body
- Ensure content is accessible to all pupils, putting in additional support when appropriate.
- Nurture a partnership between caring adults – governors, staff and parents
- Promote the spiritual, moral, cultural, mental, physical and social development of pupils in school and within the wider community
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Create a positive culture around issues of diversity
- Ensure we comply with relevant requirements of the Equality Act 2010.

The school will work towards these aims in partnership with its staff, children, Governors and parents.

Ground rules are established as well as an expectation for behaviour and responses, especially when teaching about sensitive issues that may invoke personal or emotional responses. The rules also help support our Golden Rules and behaviour policy. Age-appropriate ground rules are developed with all year groups and are revised regularly to ensure they are still relevant. Vulnerable pupils will be considered when teaching about particular issues such as family relationships, personal boundaries and unhealthy lifestyle habits. Sensitivity is important: even if we are not aware of any personal experiences within the class, we always work on the basis that there will be at least one pupil there who may have been affected by a particular issue. Staff also model positive behaviour and a non-judgemental attitude when teaching about topics such as family relationships or lifestyle choices.

We will teach periods to pupils in Year 5. In Year 6 children will learn about physical and mental changes during puberty. If it's deemed necessary we will teach these subjects in single gender groups.

Safeguarding

Messages about identifying and speaking to trusted adults, both in and out of school, are provided in lessons from Year 3. These messages are emphasised throughout the RHE curriculum. If a pupil asks a question, uses language or behaves in a way that raises concern, including discussion or behaviour, it will be raised with our Designated Safeguarding Lead in line with the Mehria Safeguarding policy.

Resources

Christopher Winter project and Twinkl covers the statutory requirements for teaching primary RHE. It contains lessons for teaching all aspects of the guidelines. At Mehria, we believe the programme develops skills and knowledge in a values-based context which enables our school to convey and enhance our values, learning and behaviour, supporting our whole-school ethos and approach to developing pupil wellbeing. In our lessons we use lesson plans, resources and child-led Video created by Twinkl.

SEND

RHE must be accessible for all pupils. This is particularly important when planning teaching for SEND pupils. At Mehria Primary School we ensure that teaching is high quality as well as differentiated and personalised. We understand that some pupils are more vulnerable to bullying and other issues due to the nature of their SEND. We note also that RHE is extremely important for some pupils, especially those with Social, Emotional and Mental Health needs. As well as sensitive and age-appropriate we also take into consideration that lessons must be developmentally appropriate.

Monitoring and Evaluation

On a whole school level, SMT and subject leaders will monitor progress via:

- Learning walks
- Planning and book scrutiny
- Discussion with teachers
- Discussion with pupils

In the classroom, whilst there is no formal examined assessment for RHE, there are some areas to consider when strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, observations, written assignments or self-evaluations, to capture progress. Every lesson plan contains learning objectives and outcomes against which pupils' progress in learning and skills development can be measured. The activities within the lesson plan are designed to meet the learning objectives, and give teachers an opportunity to evidence progress and achievement of the learning outcomes.

Working with Parents/Carers and the wider community

We strive to build good relationships and work closely with parents when planning and delivering RHE. A consultation period gives parents the opportunity to understand the purpose and content of RHE. They can ask questions about our approach to increase their confidence in the curriculum. We understand the importance of reaching out to parents and have implemented a range of approaches to do this. Importantly, we communicate effectively the guidance from the DfE: parents do not have a right to withdraw their child from Relationships and Health Education. This is because of the following reasons RHE:

- Helps to keep pupils safe.
- Gives pupils information and skills to make healthy choices.
- Promotes tolerance and respect for others.
- Prepares pupils for the changes of puberty.
- Develops the skills to form and maintain healthy relationships.
- Gives pupils information on who can help if pupils are not feeling safe.
- Evidence shows that it safeguards pupils.