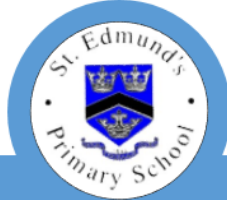


St Edmund's C of E Primary School



**Learning through faith,
we dream, believe and achieve.**

Relationships and Health Education

Reviewed (Date): September 2022

Next Review (Date): September 2023

Signed by:

Print Name:

Position:

The St Edmund's Church of England Primary School Relationships and Health Education Policy

Rationale and Ethos

Since September 2020, Relationships Education has been compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Health Education is also compulsory in all schools except independent schools. Personal, Social and Health Education (PSHE) continues to be compulsory in independent schools.

We wholeheartedly support the philosophy of RHE and believe it is best taught as part of Collective Worship, Religious Education and Personal, Social and Health Education. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public Sector Equality Duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RHE is accessible for all pupils and should comply with the SEND Code of Practice

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Parental rights to withdraw:

We are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), but not from relationships education. at primary. Parents wishing to exercise this right must do so in writing to the Head Teacher, we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

Roles and responsibilities:

The Headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the responsibility of the Headteacher to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Lead teacher will take responsibility for.

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Manage all aspects of the RSHE programme developing curriculum materials where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression within the curriculum

Aims

The aim of RSHE is to help children build healthy friendships and positive relationships in an age-appropriate way. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility.

Staff training

RSE can be a sensitive issue and teachers welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

Curriculum design:

Talking Points is a scheme of work that covers the DfE Guidance for their new Physical Health, Mental Wellbeing and Relationships Education for Primary Schools. This is a compulsory guidance document for schools.

Talking Points uses children's picture books to start age-appropriate discussions with children about the topics needed to be covered. Children are encouraged to take part in discussions and activities which include other groups of pupils, grown-ups at home and parts of the community. Talking Points also

aims to encourage a love of reading and to increase vocabulary understanding. It has been written by a currently serving Headteacher with a psychology background.

The RSHE curriculum will be taught through:

PSHE/ RSHE lessons

External providers

Taught by school staff

Topics

Links to other curriculum area – PE, Citizenship, Science, Religious Education etc

The programme will be delivered to all students by:

School staff supported by a variety of professionals, including where appropriate, the school nurse, police etc, with expertise in specific topic areas.

The RSHE curriculum is organised in a spiral curriculum which develops themes/topics, taking into account the age and maturation of the children. This means that topics are revisited in greater detail as students get older. A variety of teaching and learning styles will be used to ensure effectiveness and differentiation. The teacher will discuss and establish 'ground rules' at the beginning of every lesson which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement. All teachers will endeavour to create a supportive environment for all pupils

Across all key stages, students will be supported with developing the following skills;

Communication – speaking and listening, including how to manage changing friendships, 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

Content:

Through an effective and creative curriculum and by the end of primary school, pupils should know about;

- Families and people who care from them.
- The importance of family life
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

- Respecting the views of other people
- The physical development of their bodies as they grow into adults
- Respect for their own bodies
- The importance of family

In PSHE we teach pupils about relationships, and we encourage pupils to discuss issues. We teach about the parts of the body and how these work, and in upper key stage 2 we explain to them what will happen to their bodies during puberty.

Physical health and mental wellbeing:

Pupils will be taught about the characteristics of good physical health and mental wellbeing of the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of primary school, pupils should know about.

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the pupils (as stated earlier in this policy). We arrange a meeting for all parents and carers of pupils in year 5/6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses when teaching. In lessons, teachers inform pupils about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach pupils about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Pupils learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

Managing difficult questions:

It is inevitable that controversial issues may occur as part of RSE, the issue will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. We provide opportunities for pupils to 'talk honestly and openly.' At the same time, we must respect the pace of pupils' maturation. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Students are made aware that some information cannot be held confidential, and

should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

Personal, Social and Health Education (PSHE) and Citizenship - Through our Religious Education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our multicultural society.

Monitoring, evaluation and review:

To ensure the RSHE programme is effective, is meeting the needs of pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study;

- Evaluation self-review from pupils after specific topics and at the end of a key stage
- Comments from pupils and representatives using pupil voice
- Whole class discussions

This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively. The policy also takes account of the Framework for the Statutory Inspection of Anglican & Methodist Schools (SIAMS) and 'Valuing All God's Children' (National Society 2014)

Confidentiality and child protection:

It is inevitable that effective RSHE which allows for open discussion to take place may lead to disclosures from pupils. Those teaching RSHE are completely familiar with the child protection procedures. Pupils' disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

Links with other policies:

The RSHE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development (Spirituality Policy, Mood Management Policy)

Useful documents

- DfE 2019, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- SEND Code of Practice
- Relationships Education
- Safeguarding: NSPCC PANTS rule with film.
- Relationships and Sex Education
- Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.
- Consent: PSHE Association lesson plans from the PSHE association.
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.

- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.
- Mental health and emotional wellbeing lesson plans from PSHE Association.
- MindEd educational resources on children and young people's mental health.
- Online safety
- Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.
- Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.
- Thinkuknow is the education programme from National Crime Agency (NCA) and Child
- Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.
- PSHE Association Programme of study for KS1-5
- Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons
- Extremism and radicalisation
- Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.
- Curriculum
- Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study).
- Data to understand the health and wellbeing needs of the local school-age population
- Public Health England's Child and Maternal Health Intelligence Network brings together a range of publicly available data, information, reports, tools and resources on child and maternal health into one easily accessible hub.