

DUDLEY ACADEMIESTRUST

Relationships and Health Education

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Introduction

At Blowers Green Primary, we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

The aim of this policy is to ensure that the correct provision is in place so that pupils have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

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

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for body changes and ensure they understand the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of different relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Please note that in years 4-6 the Community Nurse delivers sessions about body changes, health and hygiene and the correct vocabulary for pupils to use when describing themselves and their bodies.

Through the provision outlined in this policy, we also aim to raise pupils' self-esteem and confidence and develop communication and assertiveness skills that will help them stay true to their values if challenged by others, their peers or what they see in the media. It is our intention to teach pupils to be accepting of the different beliefs, cultures, religions, different relationships, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the necessary tools that will enable them to seek information or support, should they need it, both during their school years and in the future.

Statutory Requirements

As a primary school, we must provide RHE to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science that focuses on plants reproduction and seed dispersal (within the science curriculum).

In teaching RHE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in [section 403 of the Education Act 1996](#).

Policy Development

This policy has been developed in line with statutory guidance from the Department for Education, with input from our expert staff and in consultation with all staff and parents/carers. The consultation and policy development process involved the following steps:

- Review: Staff worked together to collate all the relevant information including national and local guidance.
- Staff consultation: All staff had the opportunity to review the policy and make recommendations. The policy was also discussed during training sessions.
- Parent/stakeholder consultation: Parents/carers were invited to complete an electronic document to provide feedback regarding the policy.
- Ratification: Once amendments were finalised, the policy was shared with the Board of Trustees and ratified.

Definition

The RHE curriculum is part of the whole school Personal, Social, Health and Economic Education (PSHE) curriculum, which is planned and designed to be age appropriate, under the following themes:

- Relationships (families and friends).
- Health and Wellbeing.
- Living in the Wider World.
- My Future Self.
- Online / Digital.

RHE topics fall under all of these themes and are taught within the PSHE curriculum, but may also be covered across the curriculum in subjects such as science.

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information, and exploring issues and values.

Implementation and Curriculum

Our RHE curriculum is set out as per [Appendix I](#) but we may need to adapt it as and when necessary.

It is important that we implement our RHE policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide lessons that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships. It is important that pupils know the difference between fact, opinion and belief.

We have developed the curriculum in consultation with parents/carers and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in [Appendix I](#).

Guest Speakers

We may invite guest speakers into the school to talk on issues related to healthy relationships. Sometimes the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will always be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts; discussion around what is and what is not acceptable language to use will also be discussed.

Dealing with Difficult Questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from their manager.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this may include:

- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified.

Pupils with Special Educational Needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RHE.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- Interactive teaching methods.
- Use of expert guest speakers.
- Practical activities.
- Group and paired activities.

For more information about our RHE curriculum, see [Appendices 1](#) and [2](#).

Roles and Responsibilities

The Board of Trustees

The Board of Trustees will approve the RHE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE.

Staff

At Blowers Green Primary, all teaching staff are responsible for teaching RHE to our pupils which is appropriate to the age and stage.

Staff are responsible for:

- Delivering RHE in a sensitive way.
- Modelling positive attitudes to RHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the puberty component of RHE.

Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

Parents'/Carers' Right to Withdraw

The school aims to keep parents/carers informed about all aspects of the RHE curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in the school.

Parents/carers do not have the right to withdraw their children from the statutory components of relationships and health education.

Parents/carers do have the right to withdraw their children from the non-statutory component of the Growing Up talk covering puberty within RHE.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

Parents/carers will then be invited into the school to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. We will ask parents/carers to consider the emotional and social effects of being excluded from the lesson in addition to the likelihood of their child hearing their peer's version of what was learned rather than what was delivered by the teacher/guest speaker.

Unless there are exceptional circumstances, school will respect the parents/carers request to withdraw their child. Requests from parents/carers must be made only once for consideration.

Alternative work will be given to pupils who are withdrawn from RHE non-statutory lessons.

Complaints

Parents or carers who have complaints or concerns regarding the RHE curriculum should contact the school and follow the school's complaints policy.

Equal Opportunities

RHE lessons provide a good background for talking openly and freely about the diversity of personal and social preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to different relationships will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy.

Safeguarding and Confidentiality

We hope to provide a safe and supportive community within our school where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at the school or at home. Training around confidentiality will be provided to all staff.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure will be followed.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared with the Designated Safeguarding Lead as is outlined in the school's child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff disciplinary and grievance procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from their SEN Coordinator to decide what is in the best interests of the child.

Training

Staff are trained on the delivery of RHE through staff inset days, sharing of good practice and distribution of literature and resources. This is supported by the use of an online portal for continuous professional development.

The school will also invite the school nurse to provide support and training to staff who are delivering the RHE curriculum.

Monitoring Arrangements

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RHE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RHE curriculum termly and inform parents/carers of any revisions to the school's policy or growing up talk where necessary.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through lesson observations, monitoring events and information we receive from national reports and curriculum reviews.

Appendix I: Relationships and Health Education Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Spring 1	Relationships: <ul style="list-style-type: none"> - Things that cause conflict between me and my friends. - What I do when my friend makes me upset. 	
Year 3	Summer 2	My changing body: <ul style="list-style-type: none"> - How boys and girl's bodies change as we grow up, and how these changes affect us. 	

Appendix 2: By The End of Primary School Pupils Should Know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> – That families are important for children growing up because they can give love, security and stability – The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives – That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care – That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up – That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong – How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> – How important friendships are in making us feel happy and secure, and how people choose and make friends – The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties – That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded – That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right – How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> – The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs – Practical steps they can take in a range of different contexts to improve or support respectful relationships – The conventions of courtesy and manners

	<ul style="list-style-type: none"> – The importance of self-respect and how this links to their own happiness – That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority – About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help – What a stereotype is, and how stereotypes can be unfair, negative or destructive – The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> – That people sometimes behave differently online, including by pretending to be someone they are not – That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous – The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them – How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met – How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> – What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) – About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe – That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact – How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know – How to recognise and report feelings of being unsafe or feeling bad about any adult – How to ask for advice or help for themselves or others, and to keep trying until they are heard – How to report concerns or abuse, and the vocabulary and confidence needed to do so – Where to get advice e.g. family, school and/or other sources

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