

GREAT CHART PRIMARY SCHOOL

RELATIONSHIP & HEALTH EDUCATION POLICY (RHE)

SEPTEMBER 2023



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect

Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

Definition of RHE

Relationship and Health Education is about the importance of family and friendship. In order to embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to form healthy, respectful relationships, both in reality and on-line. It enables the children to make informed decisions, when facing challenge and risk, encouraging them to build resilience and take responsibility. Furthermore, it focuses on the importance of good physical health and mental well-being. This includes self-care, basic first aid and the benefits gained from hobbies and interests.

Aims

- To build an environment whereupon children feel comfortable to discuss their thoughts and feelings.
- Promote confidence, self respect and empathy towards others.
- Encourage children to build healthy, respectful relationships with both friends and family.
- To ensure children know the term “**trusted adult**” and know where they can go for support or advice.
- To make informed decisions about their wellbeing, health and to build their self-efficacy.
- To build knowledge and skills by forming opinions and countering myths and misconceptions.
- To build resilience and take risks.
- To understand the importance of physical fitness and mental health.
- To recognise that all families are different and to respect that families are characterised by love and care.
- To recognise how their bodies change and develop as they grow older.
- To prepare our pupils for the transition to secondary school.

The teaching of RHE

RHE is now compulsory in all primary schools in England. Today’s children are growing up in an increasingly complex world, living their lives both on and off line. This presents many exciting opportunities, but also many challenges and risks. In today’s society it is critical that our children know how to be safe and healthy and how to manage their personal and social lives in a positive way.

It is our belief that the best possible form of teaching RHE is by our class teachers as they know the children best and are aware of their needs and abilities. However, we may occasionally use outside visitors to support the class teacher when we feel it would be beneficial. In this case, there will be a close liaison between any visitor and teacher in charge and a teacher would remain present in any such situation.

The teaching of RHE will always take into account the developmental and individual differences of our children, including children with SEND. The school is sensitive to both cultural and individual needs and will consult parents where appropriate to establish what is appropriate.

RHE will become a part of our everyday school life. It will be taught in timetabled lessons, together with assemblies, circle time and whereupon a teacher may deem it necessary at any one time. Effective teaching in RHE will ensure that key knowledge is communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. In the instance where a discussion may arise incidentally, for example if a family and friendship breaks down, it is part of our policy to discuss and encourage our children to share their concerns or worries in order to support them.

The RHE content has been carefully considered by both the Headteacher and RHE lead. Parents, staff and children were all part of the process and governors were also consulted. Surveys, questionnaires and pupil voice results were evaluated to ensure that we meet the needs of our community and teach in a way that is appropriate and in the best interests of our children.

The content for each year group is clearly outlined in our progression of skills map, that is age appropriate and has been carefully considered to meet the needs of our children. This is available on our school website.

How RHE will be monitored and evaluated

This policy and the teaching of RHE will be reviewed every 2 years using a consultation process which identifies teachers', governors', children's and parents' feedback on the RHE programme. The RHE leader will encourage parent's feedback throughout the year and make regular times to meet with staff to see how the curriculum is being implemented. Small groups of children will be invited to discuss how they feel about the teaching of RHE within our school through pupil voice sessions.

Working with parents and carers

The school is committed to sharing its role in delivering RHE with parents/carers. We know and respect that the role of parents in the development of their children's understanding about relationships is vital. The teaching offered will be supportive to the role of parents and carers. It will respect the backgrounds and beliefs of all pupils, carers and parents, with the aim of providing pupils with the knowledge they need by law.

When updating our policy and creating the progression of skills map, we consulted with parents in order to provide curriculum content that fits the needs of our children and community. Parents were given the opportunity to share their views through an on-line questionnaire, together with being offered the chance to form a small working party to develop the new RHE curriculum. Finally, all parents were then invited in to be shown the content of this new statutory subject.

Our world is ever changing, as are the experiences that our children face. In recent years, some of our girls have begun their periods as early as Year 4. Just recently, (April 2022) a survey was carried out with KS2 parents to ascertain which year group they believed would be best to teach about menstruation. 65% of our parents suggested Year 4 as they felt that girls are experiencing this earlier now than ever before. Together with the teachers, we are now introducing the idea of periods in Year 4, with the more scientific reasoning behind it remaining in Year 5. It is our belief that both boys and girls should experience these important lessons, as through carrying out pupil voice with the children (March 2023), the children were adamant that all RHE lessons should be available to all, regardless of gender.

The right to withdraw

Relationship and Health Education is now statutory. This means parents cannot withdraw their child from any aspects in our RHE curriculum. If parents or carers are concerned or worried, they should contact the Headteacher who will discuss the importance of receiving this education and any detrimental effects that withdrawal might have on the child.

Lesbian, Gay, Bisexual and Transgender (LGBT+)

In teaching RHE we need to ensure that the needs of all our pupils are appropriately met and that pupils understand the importance of equality and respect. We respect that there are children in our community who come from LGBT+ families and so we feel it is important for our children to recognise and appreciate that all families are different. We do not teach LGBT+ as stand alone lessons, yet simply include it as part of our understanding that all families are important to give love, security and stability.

Differentiation and children with SEND

Lessons are planned in order to take into account different levels of maturity and life experiences of the children within the class. Teachers will ensure that there is ample opportunity to allow different perceptions to be articulated, with all contributions being valued and respected.

The needs of specific children with additional needs will be addressed through the provision of additional adult support or differentiated activities where appropriate. If individual children have specific targets

(IEP) relating to their personal development, opportunities will be planned to support and monitor the child achieving these.

Science links to RHE

Key Stage 1

- That animals, including humans, have offspring that grow into adults.
- That animals, including humans have basic needs for survival (water, food, air)
- To recognise, name and compare the main external parts of the bodies of humans
- To describe the importance of health in humans (exercise, keeping clean and healthy eating)
- To recognise the similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

- That animals, including humans, need the right types and amounts of nutrition.
- Describe the changes in the human life cycle.
- Recognise the importance of diet, exercise, drugs and lifestyle and how this impacts the way their bodies function
- Reproduction in animals.

Sex Education

It is our belief that the children in our school should receive sex education (how a baby is conceived) in Year 6. This decision has been made through discussion with our governors, teachers, parents and pupils. We believe that providing our children with the correct information about sex is vital to support them through any misconceptions that they may hear of on-line or between their peers. We feel strongly that providing our children with the correct information towards the end of Year 6 will enable them to learn in a comfortable, familiar environment in which questions will be encouraged and invited. We believe it is important for the children to receive this teaching from their own class teachers rather than outside visitors so that they feel comfortable to ask questions and take part in mature discussions. The children will also receive this teaching as a class. We do not believe there is any benefit in splitting the children into gender groups but reserve the right to change this depending on the cohort of the children. Before teaching this, we will ensure we inform the Year 6 parents and invite them to discuss this further with the class teachers should they wish to. Any parents who wish their child to be removed from these lessons can do so.

Pupils who ask for individual advice

Helping pupils who want advice about personal problems has always been part of the school ethos. These may come in the form of questions face to face or through other avenues such as our worry eaters. These questions are at the discretion of the class teacher and may be discussed through the teaching of RHE, PHSE, Circle Time or on a 1-1 basis with the child. If necessary, the child may be encouraged to discuss their concerns with a parent depending on the questions that arise. However, where requests relate to sexual activity or abusive relationships the teacher will give advice within a professional role and in compliance with the school child protection policy.

Child Protection

The teaching of RHE will, at all times, comply with the school Child Protection Policy. Teachers should always discuss any concerns with one of the designated Child Protection Officers.

Confidentiality

Confidentiality is of the utmost importance to our school but no teacher or staff member operating within the school will offer children unconditional confidentiality in the event of a personal disclosure in relation to his or her own current or intended behaviour or the behaviour of others including family members. In

the event of a disclosure the adult will explain to the child that the information may need to be passed on to parents/carers or other responsible adults if it is in the best interest of the child. The child would then be offered further support by the class teacher or FLO. All children will be urged to speak to parents/carers in the first instance if they can and the school will provide guidance and support in doing this.

Links to other school policies

Identify the links with SRE to other school policies including:

- PHSE/SMSC
- Behaviour
- Inclusion
- Anti-Bullying
- Health and Safety
- Safe-guarding children
- RE
- Science
- Safeguarding
- Confidentiality

Next Review Date

July 2024