



# Relationships and health education policy (from 2020)

Claremont Primary School

<b>Written by:</b>	Laura Edmonds and Jenny James	<b>Date:</b> September 2020
<b>Last reviewed on:</b>	September 2020	
<b>Next review due by:</b>	September 2021	

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In all our work in this area Claremont makes careful consideration of age appropriateness.

## 1. Aims

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 puberty and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Reflect our school values, particularly demonstrating and promoting 'Respect and Kindness' and 'Joy in Wellbeing'

## 2. Statutory requirements

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Claremont Primary School we teach RHE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, governors and parents. It is linked to other school policies (Child protection and Safeguarding, Anti-Bullying, Positive Behaviour and Equality statement). The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation - member of staff or working group met with Safeguarding governor to give them the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
5. Pupil consultation – we investigated what exactly pupils want from their RHE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

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.

RHE is part of lifelong learning about the emotional, social and physical aspects of growing up and relationships. RHE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, governors, pupils 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.

Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. Primary sex education at Claremont will, with parental consent, focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RHE

RHE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, Religious education (RE), Physical education (PE) and Science. At Claremont the main RHE content is delivered as part of a wider topic to provide a context for learning. Many aspects of RHE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

RHE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Pupils are able to ask anonymous questions by writing a note for the class worry box. This box is found in every class.

RHE is delivered through a varied range of activities, which promote dialogue and understanding. These include: Phase assemblies, Circle time, active teaching and learning, role play/scenarios, card sorting and discussions. External agencies can be invited to support the delivery of RHE. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RHE curriculum.

To promote effective communication and discussion between parents and their children we notify parents through termly curriculum letters about when particular aspects of RHE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

**Inclusion:** Every child is entitled to receive RHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development with differentiated provision if required.

As far as is appropriate, pupils with special educational needs should follow the same RHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or Teaching Partners work with individual pupils where required, and if appropriate.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

Pupils also receive stand-alone sex education sessions.

For more information about our RHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing body

The governing body will approve the RHE policy, and hold the headteacher to account for its implementation.

### 7.2 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 (see section 8).

### 7.3 Staff

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 wish them to be withdrawn from the non-statutory components of RHE

Teachers have the responsibility for covering the RHE curriculum and it is overseen by the PSHE lead (Laura Edmonds). Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education.

Parents have the right to withdraw their children from the non-statutory components of sex education as mentioned above.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

## **9. Training**

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, to provide support and training to staff teaching RHE.

## **10. Monitoring arrangements**

The delivery of RHE is monitored by Laura Edmonds (PSHE lead) through:


- Discussion with class teachers
- Book scrutiny if appropriate
- Lesson shares

Pupils' development in RHE is monitored by class teachers.

This policy will be reviewed by Laura Edmonds (PSHE lead) annually. At every review, the policy will be approved by the Headteacher, alongside the Teaching and Learning committee of the governing body

## Appendix 1: Curriculum map

### Relationships and health education curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	What helps us stay healthy?	How can we look after each other and the world?	Who is special to us?	What is the same and different about us?	Who helps to keep us safe?	What can we do with money?
<b>Year 2</b>	What helps us to stay safe?	How do we recognise our feelings?	What jobs do people do?	What makes a good friend?	What helps us grow and stay healthy?	What is bullying?
<b>Year 3</b>	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we keep active and sleep well?	Why should we eat well and look after our teeth?
<b>Year 4</b>	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?	How will we grow and change?
<b>Year 5</b>	What makes up a person's identity?	How can friends communicate safely?	What decisions can people make with money?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	What jobs would we like?
<b>Year 6</b>	What will change as we become more independent? How do friendships change as we grow?		How can we keep healthy as we grow?		How can the media influence people?	

**Resources include:**

**NSPCC**

<https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources>

**PANTS NSPCC**

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>

**Public Health England resources**

<https://www.gov.uk/government/news/phe-launches-rise-above-for-schools-programme>

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-the-big-talk/zn8f7nb>

**Teacher’s Pet Wellbeing Wednesday resources**

<https://tpet.co.uk/wellbeing-wednesday/>

**PSHE Association resources**

For example: <https://www.south-farnham.surrey.sch.uk/attachments/download.asp?file=1046&type=pdf>

**Twinkl Life resources**

For example: <https://www.twinkl.co.uk/resources/twinkl-life/pshe-twinkl-life/relationships-pshe-and-citizenship-twinkl-life>

**Sesame Street resources**

<https://sesamestreetincommunities.org/topics/emotions/>

**Sex education curriculum map**

Year group	Content	Resources
5	Changes How Babies Are Made How Babies Are Born	Channel 4 All About Us: Living and Growing – Alternative DVD Units 2 and 3
6	Changes Girl Talk Boy Talk	Channel 4 All About Us: Living and Growing – Alternative DVD Unit 2

## 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RHE

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	Policy shared with parents on the 23 <sup>rd</sup> September 2020.