



Furze Field Primary School
Instilling a love of learning



Relationships and Health Education Policy (RHE)

STATUTORY

Owner:	Debbie Williams
Governor's Committee:	Full Governing Body
Last reviewed:	Summer 2022
Next review due:	<i>Summer 2023: In addition, parents are currently being consulted on the non-statutory Relationships and Sex Education element and following consultation, the non-statutory element will be further reviewed accordingly.</i>

Contents

- 1) Policy aims
 - 2) Policy development
 - 3) Statutory requirements
 - 4) Ethos and values
 - 5) Definitions and curriculum content
 - i) Relationships Education
 - ii) Health Education
 - iii) Sex Education
 - 6) Delivery
 - i) Timetabling
 - ii) Staffing
 - iii) Resources
 - iv) External visitors
 - v) Signposting support
 - 7) Inclusive and accessible RHE
 - 8) Safeguarding and confidentiality
 - 9) Answering pupil questions
 - 10) Staff training
 - 11) Working with parents and carers
- Appendix
- I. RHE curriculum map
 - II. Statutory content

1. Policy aims

Furzefield Primary School publishes this policy as a statutory requirement and with the following aims:

- To offer a clear guide to parents, carers, staff and visitors, defining RHE as a subject and explaining its delivery;
- To set out the curriculum requirements and explain what will be taught when;
- To give information to parents and carers about their involvement with RHE.

2. Policy development

As set out in government guidance, the policy has been developed through a process of consultation involving school staff, parents and carers.

3. 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. RHE supports us in our statutory duties of Keeping Children Safe in Education.

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

4. Furzefield values

Furzefield PSHE (Personal, Social, Health and Economic) and Values education will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form positive and caring relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others and respect diversity
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Through 12 themes FPS will ensure the above skills are developed:

- Respect & Tolerance
- Freedom & Peace
- Responsibility & Honesty
- Love & Happiness
- Unity & Co-operation
- Health & Family

TEACHING AND LEARNING METHODS

From September 2020 FPS will include the statutory Health and Relationships objectives into our curriculum and planning. We will use the PSHE association's objectives, (which include the Statutory Health and Relationships education objectives). There will be separate planning for Key Stage 1 and Key Stage 2, which will be differentiated to the needs of the class.

5. Definitions and curriculum content

Relationships and Health Education (RHE) supports and guides children and young people in life-long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. In partnership with parents and carers, we help our young people to understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life. Furzefield Primary School has taken into account the age, needs and feeling of pupils when adopting this curriculum (appendix 1).

i. Relationships Education

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Department for Education guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

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.

ii. Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement

and support the teaching of RHE. Department for Education guidance requires us to teach objectives under the following topics:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

iii. **Sex Education**

Sex Education is non-statutory in Primary School. At Furze Field Primary School, we deliver the statutory elements of the Science curriculum (see appendix 2) in addition to Sex Education outside of science in year 6.

Parents of year 6 children will be informed of these lessons prior to them taking place. Should they wish to withdraw their child from lesson 3, procedures will be followed as set out in section 11.

Summer 2022: Parents are currently being consulted on the non-statutory Relationships and Sex Education element and following consultation, the non-statutory element will be further reviewed accordingly.

6. Delivery

Timetabling: These lessons will be timetabled across the year as appropriate to the curriculum. Many aspects of RHE will also be delivered through assemblies.

Staffing: RHE will be taught by class teachers. When appropriate, visitors such as the school nurse may be involved in the delivery of RHE, particularly in Key Stage 2.

Teaching: RHE is usually delivered in mixed gender groups however, single gender groups can be used in year 6 for the discussion of changes that occur during puberty.

Resource: RHE is delivered using quality assured, up to date resources from the Christopher Winter Programme.

External visitors:

Visitors may be used from time to time to enhance, not replace, our delivery of RHE. Visitors will be checked to ensure that what they are offering is of quality and appropriate for our students. Examples may be the lessons on smoking, drugs and alcohol misuse.

Signposting support:

All RHE sessions will include signposting information for students, including identifying safe and appropriate adults for them to go to for help and support. This will include designated members of the school staff but will also include the signposting of external agencies such as Childline.

7. Inclusive and accessible RHE

Furzefield Primary School has duties, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students.

The school will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds;
- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures;
- Recognise that some staff or pupils may identify as LGBTQ+;
- Take care that resources, books and displays represent all kinds of families;
- Take positive action to tackle bullying and discrimination. Particular care will be taken to ensure that RHE is accessible to pupils with special educational needs and disabilities.

The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in class.

LGBTQ+

In teaching Relationships Education and RHE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will ensure that we comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. We will ensure that all teaching is sensitive and age appropriate in approach and content.

8. Safeguarding and confidentiality

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and carers and the designated members of the school staff.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RHE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within their school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

9. Answering pupil questions

As with all subjects, pupils will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age appropriate way. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting, they may ask for support from the subject lead or Senior Leadership Team.

10. Staff training

RHE should be delivered by staff who have received up to date training and who feel confident with the subject. Training includes information on how to use ground rules, facilitate group discussions, answer difficult questions and the delivery of sensitive content. Training may be provided in-school or by external consultants.

11. Working with parents and carers

Summer 2022: Parents are currently being consulted on the non-statutory Relationships and Sex Education element and following consultation, the non-statutory element will be further reviewed accordingly.

Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home.

Information will be offered to parents and carers where they will be able to view resources being used for Sex Education taught outside of science in year 6.

From September 2020 Parents and carers have the right to withdraw their child from Sex Education outside of science (as outlined above). At Furzefield Primary School this is Lesson 3 for Year 6. From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

If a parent or carer wishes to withdraw their child from Sex Education in year 6 (Lesson 3), we ask that they discuss it with their child's class teacher in the first instance. A request to withdraw a child from these lessons must be put in writing to the Headteacher following this initial meeting, using the letter that will be sent home in the Summer Term.

Parents, carers and staff should be aware that pupils who are withdrawn from Sex Education will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content. Alternative work will be given to pupils who are withdrawn from sex education.

Appendix

1. RHE curriculum map.

Full details can be found in the department for Education guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

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

TOPIC	PUPILS SHOULD KNOW
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
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 • 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

TOPIC	PUPILS SHOULD KNOW
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

2. Statutory content Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents