



Relationships and Health Education (RHE) Policy

Policy context and rationale:

This relationships and health education policy covers Denton Community Primary School and Nursery's approach to teaching relationships and health education (RHE). It was produced following thorough consultation with the whole school community including pupils, parents/carers, staff, school governors and, where relevant, appropriate members of the wider community such as medical professionals and faith leaders. It will be reviewed every three years, or sooner if the RHE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance. Parents will be informed about the policy and scheme of work through RHE consultation events. There is a link to this policy from the school website. If a hard-copy of the document is required the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

Values, aims and objectives:

Relationships and health education (RHE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future. RHE is taught in a way which is complementary to the wider ethos, values and principles of our school.

Our vision statement for RHE at Denton:

Denton children leave our school with the vital knowledge and tools they need to build safe, enriching relationships, to confidently embrace changes, challenges and opportunities ahead of them.

Principles of effective RHE:

RHE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner. Being an identifiable part of our school curriculum, which has planned, timetabled lessons across all the key stages.
- Working in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teaching non-biased, accurate and factual information that is positively inclusive.
- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Providing protection from shock or guilt.
- Actively involving pupils as evaluators to ensure relevance.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RHE curriculum has been planned following pupil and parent consultation and using the available school specific, local and national Public Health data. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RHE curriculum review, ensuring it remains responsive to emerging needs. Some elements of the RHE curriculum are a statutory requirement to teach in order for the school to meet Relationships Education, Relationships and Sex Education and Health Education as per the national curriculum for Personal, Social, Health and Economic Education (PSHE) (June 2019, Department for Education), and The Equalities Act (2010).

Teaching and Learning:

It is important to teach RHE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world. Our intended RHE curriculum is detailed as follows (see Appendix 1) but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

The RHE programme will be led by Emma Dicksee and taught by class teachers. Delivery will be supported by school nurses, visitors and outside agencies where appropriate. All staff involved in the delivery of RHE have received specialist training ensuring pupils are taught with consistent approaches to RHE throughout their time at Denton Community Primary School. RHE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic

presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Distancing and Safeguarding:

Distancing techniques, such as the use of characters within RHE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RHE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Inclusion and diversity:

At Denton we actively celebrate the diversity of our pupils, their families and the wider whole school community. RHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

Asking questions:

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket'. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question. At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required.

If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Assessment:

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and

learning assessments will be shared with pupils and parents as appropriate. RHE is most effective when it is a collaboration between school and home.

Working in partnership with parents, carers and stakeholders:

Parents and Carers were surveyed about how they wish to be kept up to date about the RHE curriculum. The school will provide support to parents and carers through a termly information letter, providing a valuable opportunity to develop awareness of emerging RSE topics, review the resources being used and consider ways to build on RHE at home. The school operates an open-door policy enabling parents to discuss RHE at relevant times throughout the school year.

The vast majority of RHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex/Health Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory Sex/Health Education, they should discuss this with the head teacher, making clear which aspects of the programme they do not wish their child to participate in. The head teacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said by the teacher (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. The school will document this process.

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- Inclusion
- Safeguarding
- Teaching and learning

Policy Review:

The governing body monitors the impact of RHE on an annual basis. The governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every two years or sooner if the RHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

The next review date of this policy is currently set for ***September 2022***.