

St Lawrence's CE Primary

Relationships and Health Education 2022 - 2023

As I have loved you, so must you love one another (John 13 34-35)

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This document details the St Lawrence's C of E Primary School policy for provision of Relationship Education (RE) and Relationship and Sex Education (RHE).

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1.1 Subject Definitions

Mandatory Subjects - Our definitions of Relationship and Health Education (RHE) is as follows:

Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help. Relationship Education will support our school values of being Caring, Considerate and Courageous.

Non-Mandatory Subjects - Our definitions of Sex Education (SE) is as follows:

Sex Education (SE) provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will form part of a broader scheme of work presented in conjunction with Relationship Education above. Parents have the right to withdraw their children from these sessions although school would encourage parents to talk to the RHE lead before doing so..

1.2 School's Legal Duty

The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education compulsory for all pupils receiving primary education in England.

1.3 Distribution of this Policy

This policy will be shared with all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to parents through the school website and a copy is available through the school office.

2.0 RHE in Practice: Outcomes, Delivery & Curriculum

2.1 Values and Outcomes

All content in the RHE curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society.

Outcomes for pupils include:

- Pupils should be able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. For example: that healthy friendships, including mutual respect, trustworthiness, loyalty, kindness, etc.
- Pupils should be able to recognise any less positive relationships when they encounter them.
- RHE should create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.
- RHE should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible before these occur. Understanding that these are natural and normal changes.
- Understand that equality is not always about treating everyone the same – it is about treating people in such a way that the outcome for each pupil can be the same.
- Tolerance is to understand that not everybody is the same and have the willingness to accept this.
- Honesty is being truthful and open at an age appropriate level, which allows pupils to learn and understand.
- Valuing each person as an individual of importance, as well as the beliefs of their family and community,

2.2 Subject Curriculum

RHE forms part of our Live, Life, Love curriculum which supports the development of the whole child as well as being underpinned by our Caring, Considerate and Courageous values.

- Our curriculum has been carefully designed to ensure that we recognise the context and community of the school, including children of other faiths and our traveller community
- The curriculum demonstrate progression across a unit, a year group and across school. Themes are repeated and reference back to learning takes place regularly
- Teaching of RHE will be within our school values of Caring, Considerate and Courageous as well as our termly worship themes. There will be examples of standalone lessons, series of lessons as well as daily conversations where children are able to discuss RHE outcomes and learning
- Special note: Within our school we use the scientific language for the genitals from the outset. It is usual that boys have a penis and girls have a vagina, the children will be taught that whilst they may call these areas something else at home, at school we use the scientific words

2.3 Delivery of Relationship Education & RHE

The curriculum is specifically designed to support the children, end of Key Stage outcomes and issues that arise in school and in their lives. It will be delivered by the class teacher and other members of staff. For some areas e.g. First Aid training or specific Sex Education training, this may be delivered by external providers who have the necessary qualifications and expertise and the appropriate safeguarding arrangements.

In addition to this, Relationship Education & RHE topics will be included throughout St Lawrence's Primary School e.g. Assemblies, circle time, PSHE lessons, science lessons etc.

Training and development for RHE will be planned into the whole school CPD cycle.

2.4 Equality

The governing body has wider responsibilities under the Equalities Act 2010, to ensure that no pupil(s) are discriminated against because of their sex, gender identity, sexual orientation, disability, educational needs, religion or belief, nationality, ethnic or national origin, pregnancy, maternity or home circumstances (e.g. looked after children).

All sessions show awareness of the specific needs of the children including autism and has been designed to be inclusive and accessible to most children including those whose first language is not English. During these lessons any pupils with additional needs will be identified by their teacher and every provision made to help them join in during the RHE lessons.

If a pupil is unable to take part in their usual class group for any reason, every endeavour will be made for them to attend a session best matched to their ability level.

Up to and including year 4, all lessons will be co-educational, however in Years 5 and 6 these may be separated by gender (please note that lesson content is the same) depending on the content.

For any children identifying as transgender, school will liaise with the child's guardian to determine which group the child would be most comfortable with.

School will keep a record of individual provision of RHE by St Lawrence's Primary School, and will also keep a record of absences from RHE lessons and ensure children are 'caught up'.

2.5 Children's Questions

In order to promote a healthy, positive atmosphere for RHE school wants to ensure that pupils can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other pupils. School believes that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the RHE programme.

Some questions that arise during these lessons may relate to sensitive or controversial topics. These may relate to personal experience or involvement by children of illegal activity or other doubtful, dubious or harmful activity. In this instance the facilitator may answer the question separate from the rest of the class. Any questions of this nature will be reported to school staff directly and followed up in writing (please see Causes for Concern and Disclosures section below).

Should questions of concern arise that teaching staff are uncertain how to answer, support can be sought from the RHE/PSHE Coordinator in order to give an age appropriate answer.

3.0 Parental/Carer Engagement

Parents will have access to the policy and RHE outcomes via the school's website. Parents are not able to withdraw their child from Relationships Education but may do so for Sex Education. Teachers and the PSHE/RHE leader will discuss content with the parent or carer.

Pupils will be encouraged to speak to their parents/carers about what they have learnt and to continue the learning at home and parents will be asked to speak to their children about their family values and beliefs.

3.1 Withdrawal Procedure

As school is legally obligated to provide pupils with Relationship Education, parents do not have a right to withdraw their children from Relationships Education lessons. Parents are entitled to withdraw from specific Sex Education lessons, although not aspects covered in the science curriculum

4.0 Confidentiality

All governors, all teachers, all support staff and all parents must be made aware of this policy, particularly how it relates to issues of privacy and confidentiality.

Teachers should explain to pupils that they cannot offer unconditional confidentiality, in all matters. For example, they must report those which are illegal or abusive to others (e.g. parents, head teacher etc.) but the pupil will always be informed first.

5.0 Causes for Concern and Disclosures

We have a statutory duty to report any causes for concerns or disclosures received from children in school. These will be fed back immediately to the DSL or deputy DSL in school detailing the action taken on the day either via CPOMS or face to face.

Where a teacher suspects that a child or young person is a victim of or at risk from abuse, they are required to follow the school's safeguarding policy and immediately inform the designated member of staff responsible.

Our school designed safeguarding lead is Mrs Victoria Nicholas-Brown

6.0 Monitoring and Evaluation

Monitoring and evaluation of RHE will follow the school's normal procedures for monitoring and evaluation. Each child will be evaluated against the end of key stage/year group outcomes. Some questions asked during lessons may be kept for future reference.

7.0 School Roles Relating to RHE

7.1 Governors

Our school governor(s) with responsibility for RE/RHE are Victoria Nicholas-Brown and Ruth Greaney
Governors are responsible for;

- Establishing the RHE Policy, in consultation with teachers and parents.
- Ensuring this policy is made available to parents.
- Ensuring this policy is in line with other school policies e.g. SEN, Safeguarding etc.
- Ensuring that parents know the statutory parts of the curriculum and which parts they have the right of withdrawal from.
- Establishing a link governor to share in the monitoring and evaluation of the programme.
- Ensuring that the policy provides proper and adequate coverage of the relevant National Curriculum science topics and the setting of RHE within PSHE.

7.2 The Head Teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, and appropriate agencies, Pathfinder Multi Academy, York Dioceses and the City of York Local Education Authority.

7.3 PSHE/RHE Coordinator

The coordinator, along with the Head teacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RHE.

7.4 All Staff

Our approach to RHE is that of a Whole School Approach. Appropriate training will be given for all staff teaching RHE.

8.0 Additional Policy Information

8.1 Policy Production & Review

This policy will be reviewed by school annually, to be reviewed next on October 2023

8.2 Linked Policies

This policy is linked to St Lawrence's C of E Primary e.g. Safeguarding policy, Anti-bullying policy, Child protection policy, etc.

RHE/PSHE Coordinator

Signature _____

Date _____

Printed Name _____

8.3 Approval of policy

Link Governor for RHE/ PSHE

Signature _____

Date _____

Printed Name _____

Head teacher

Signature _____

Date _____

Printed Name _____