



Freshford Church School Relationships and Health Education Policy

1. Rationale

This Relationships and Health Education Policy is based on the Department for Education's 2020 guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* and in response to the 2017 amendment to the Children and Social Work Bill which made the Relationships and Health Education content statutory in primary schools from the commencement of the academic year 2020. The aim of this subject is *'To put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and teaches that mental wellbeing is central and connected to all of the above.'* (DfE, 2020, Page 4)

2. Context

In our school, Relationships and Health education is part of the Personal, Social, Health and Economic Education (PSHE) curriculum, for which we have an explicit policy. More broadly, we teach Relationships and Health Education within the framework of our social, personal, spiritual and moral education, which underpins all our work in school (see our policy on Promoting Fundamental British Values for further detail). Teaching Relationships and Health supports Safeguarding in our school, as described in the Department for Education's guidance *Keeping Children Safe in Education* (2021, Page 24). The subject is in line with the school's Christian ethos and values as a Church of England School. Relationships and Health Education is also one of the ways in which we fulfil our duty under the Equalities Act 2010.

With this context in mind, we teach:

- Children to have an acute awareness of how to keep themselves safe, know who to speak to if they need help and be confident to do so.
- Children to have a deep understanding of new technologies and their possible risks as well as benefits.
- Children to have respect for their own bodies and be knowledgeable about the changes they can expect as they grow and develop.
- The importance of building positive relationships with others, involving trust and respect, mindful of their responsibilities to others as well as their rights.
- Children to be knowledgeable about and sensitive to different cultures, lifestyles, needs and feelings of others.
- The skills needed to constructively manage a range of feelings and emotions, including the importance of self-control.



3. Content:

In our school, Relationships and Health Education is informed by the end of primary school coverage targets outlined in *Relationships Education, Relationships and Sex Education (RSE) and Health Education (Pages 20 -22, DfE 2020)*. We use the PSHE Association's Programme of Study as a guide while also upholding that the content taught should suit the needs of the particular class and individuals within it at the time of teaching. Therefore, teachers undertake regular assessment of the children's needs and prior learning and adjusts lessons on an ongoing basis.

In addition to the outcomes described above, we promote the following:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- exploring, considering and thinking about moral dilemmas
- developing critical thinking as part of decision making, challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social skills

- developing empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation that choices have consequences
- empowering students to avoid making inappropriate choices because of peer pressure or pressure from the outside world

Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships (Year 6)

4. Delivery:

We take a whole school approach in our delivery of Relationships and Health Education, using opportunities which arise throughout the whole of the children's time in school to build on their knowledge and skills in this area (Examples include the playtime buddy scheme and the whole school production of Shakespeare's plays).

We also include:

- discrete teaching time
- teaching through other subjects, such as philosophy P4C, PSHE, Science and English, often basing work on shared class books or themes.
- learning through Collective Worship
- learning through pastoral care and guidance, including at break times.



- Sessions led by external agencies such as the school nurse, NSPCC and Childline.

Our approaches are:

- a partnership between school and parents
- an active participation by the children in their own learning that is relevant to their knowledge and understanding
- enabling children to have the opportunities to be reflective
- providing opportunities to be co-operative and develop positive relationships
- providing regular feedback to the children

5. Equality of opportunities

We teach Relationship and Health Education appropriately to the age, gender, ability and readiness of the children to ensure that all pupils can fully access the lessons. Resources may be differentiated for children with additional needs to ensure everybody can benefit from the content of the curriculum and will aim to represent a variety of life experiences, including the protected characteristics described in the Equalities Act 2010.

6. Safeguarding and Confidentiality

Teachers teach lessons in a sensitive manner, establishing ground rules to provide an appropriate and agreed structure for the session. Teachers will endeavour to answer questions from the children, but if faced with an inappropriate question the teacher will explain that the question cannot be answered at that moment and will follow up the issue with the child and/or parents. Teachers will make this decision using their professional judgement. This may lead to a disclosure of a Child Protection issue. The teacher will inform head teacher, who is the Designated Child Protection Officer, in line with the school's Safeguarding policy.

7. Monitoring and evaluation

The quality and effectiveness of the teaching of the Relationships and Health curriculum is assessed by the class teachers, the subject leader and the head teacher. Together, the subject leader and the head teacher ensure that all adults who work with children are aware of the school's policy and that they work within its framework.

8. Review of the policy

The policy will be reviewed under the cycle of subject reviews undertaken by the SLT and HT and adjusted and reported where appropriate to the Teaching and Learning Committee.

9. The Role of parents



As a school, we are aware that the primary role in Relationships and Health Education lies with parents and carers. We wish to build positive and supportive relationships with parents and carers through mutual understanding, trust and co-operation.

In promoting this objective we:

- give parents and children opportunities to contribute to the policy through consultations arranged by the subject leader.
- inform parents about our Relationships and Health Education practice and how this is covered as part of the curriculum.
- take seriously any issues that parents and carers may raise with class teachers or the head teacher

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages and have the strongest chance to embed the learning for their safety and wellbeing.

10. Withdrawal from lessons:

Parents do not have the right to withdraw their children from Relationships and Health Education or from Science lessons. Parents do have the right to withdraw their children from the Sex Education sessions from the school nursing team, which delivers one session on the nature of different relationships, sexuality and pregnancy to Yr. 6. Parents are consulted prior to these sessions in order that any concerns may be answered. If a parent wishes their child to be withdrawn, they should discuss this with the head teacher and make clear what areas they wish their child to withdraw from or all the programme. Following discussion with the head teacher, parents will be asked to put their request in writing so that a written record can be held at the school to ensure that clarity of the request for withdrawal is held for reference.

11. Links to other policies:

The Relationship and Health Education policy should be read in conjunction with the school's policies on:

- Personal, Social, Health and Economic Education (PSHE)
- Child Protection and Safeguarding
- Promoting Fundamental British Values
- Equality and Diversity
- Online safety
- RE and Collective Worship
- Anti-bullying
- Single Equality Scheme



Date agreed.....

Signed Headteacher

Signed Chair of Governors

Re-draft : February 2021

Review date :