



Allscott Meads

Relationships and Health Education policy

Allscott Meads Primary School and Nursery

This policy is subject to consultation with the school community – pupils, staff and parents. As this is a growing school, we will consult again after 2 years.

At our school:

- we are a community where every child **belongs** and every member of our school community is encouraged to show **kindness** to one another.
- we **respect** each other and our differences, creating tolerant and open-minded citizens;
- we aim to engage, enthuse and **inspire** pupils to be confident in their own morals and behaviours
- pupils are given a wide range of opportunities and lessons in order for them to **succeed** and lead a healthy life.
- children **enjoy** learning and have a consideration for the safety of themselves and others.

This policy promotes best practice and establishes consistency in the teaching and learning of Relationship and Health education. At Allscott Primary School we aim to prepare our pupils and equip them with foundations for a successful and healthy life - filled with positive relationships, consideration for the safety of themselves and others and a confidence in their own morals and behaviours. We strive to provide children with enough information to keep them safe and prepare them for loving, stable relationships in a family context.

Approved by:	Learning Community Trust	Date: June 2024
Reviewed on:	To be reviewed June 2026 by the Governing Body	
Next review due by:	June 2026	



Aims

Our aim to prepare our pupils and equip them with foundations for a successful and healthy life - filled with positive relationships, consideration for the safety of themselves and others and a confidence in their own morals and behaviours. We aim to prepare children for puberty, to cope with the physical and emotional changes of growing up and the demands of Secondary school. We aim to provide children with enough information to keep them safe and prepare them for loving, stable relationships in a family context. This involves acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

We will provide a curriculum in which accurate information can be taught and children will feel secure and confident to discuss sensitive issues and feelings. We create a positive culture in which all pupils will be respectful of others around issues of sexuality and relationships. We prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.

Through this policy and our curriculum we aim to promote best practice and consistency in teaching across the school, to ensure that children are taught at an appropriate developmental stage and they can use the correct vocabulary to describe themselves and their bodies. We will support pupils to have feelings of self-respect, confidence and empathy.

The RHE programme at Allscott Meads Primary reflects the school ethos and demonstrates and encourages the following values:

- we are a community where every child **belongs** and every member of our school community is encouraged to show **kindness** to one another.
- we **respect** each other and our differences, creating tolerant and open-minded citizens;
- we engage, enthuse and **inspire** pupils to be confident in their own morals and behaviours
- pupils are given a wide range of opportunities for them to **succeed** and lead a healthy life.
- to **enjoy** learning and have a consideration for the safety of themselves and others.

The school is committed to the provision of RHE to all its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups and there may be occasions where pupils with Special Educational Needs and /or disabilities are given extra support from staff.

Statutory requirements

As a Primary academy 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 Allscott Meads Primary School we teach RHE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents (to be consulted in May 2024). The **essential** consultation and policy development process involved the following steps:

1. Review – a member of staff researched and collated 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information, and exploring issues and values.

RHE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out in long and medium term plans which comes from the Jigsaw PHSE curriculum mixed-age planning however we recognise that it may be necessary to split KS2 into age groups when delivering this curriculum due to the content. We may also need to adapt lessons and sequences as and when necessary to meet the needs of the pupils.

We have developed the RHE (Changing Me) curriculum in consultation with parents 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. Parents will be informed of these discussions if the staff member feels it is relevant.

Primary sex education will focus on:

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

Content

Topics are taught across the school

Autumn – Being me in my world Celebrating difference

Spring – Dreams and Goals. Healthy Me

Summer – Relationships. Changing me

As a school we believe that Relationship and Health Education (RHE) should be firmly embedded through all curriculum areas, including Personal and Social Health Education through the implementation of the Jigsaw documents.

In the Early Years (Nursery and Reception) Personal, Social and Emotional Development including health and self care (PSED) is a prime area of learning. 'Development Matters' is used as a teaching, learning and assessment tool in this Key Stage. Children in this Key Stage learn about building relationships, they build self-confidence and awareness and they begin to manage their feelings and behaviours.

The Changing Me topic comprises of the following aspects that cover from R-Y6, with an age appropriate focus.

- Understand that everyone is unique and special
- Can express how they feel when change happens
- Understand and respect the changes that they see in themselves
- Understand and respect the changes that they see in other people
- Know who to ask for help if they are worried about change
- Are looking forward to change

In Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, naming the body parts and how they have changed as they grow. They identify and share their feelings with each other, recognise safe and unsafe situations and identify people they trust and feel that they can talk to/confide in. They learn how to build positive relationships with their peers; how to develop self-confidence, how different families can be constructed and they begin to learn about life cycles.

In Key Stage 2 pupils learn to express their opinions about relationships, bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth, identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. An appreciation of diversity and equality for all continues to be nurtured throughout KS2; children learn about how family structure, faith and beliefs can make each family unique and how these differences are to be

valued and respected. Children in this Key Stage learn about their environments and the lives of others around the world.

In Years 5 and 6 life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. When preparing to teach issues surrounding puberty parents will be informed about the content of the lessons prior to the lesson commencing.

Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum. This is through the 'Changing Me' sequence of lessons that will be taught in second half of the Summer term. Lessons are taught by the class teacher and supported by additional teaching staff.

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

- Know how to make friends
- Try to solve friendship problems when they occur
- Help others to feel part of a group
- Show respect in how they treat others
- Know how to help themselves and others when they feel upset or hurt
- Know and show what makes a good relationship

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).

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to a member of SLT / DSL before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Child Protection & Safeguarding Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to a DSL if they are concerned.

Sexual Identity and Sexual Orientation

At Allscott Meads Primary School we believe that RHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Roles and responsibilities

The governing body

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

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE.

Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RSE
- 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 RSE

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.

RHE will be 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. At times, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Visitors such as the School Nurse will be utilised when appropriate, but in

such situations a member of teaching staff will always be present and parents will be contacted prior to the visit in order for consent to be granted.

Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity. A learning agreement will be drawn up at the beginning of the sequence of lessons to support pupils' feelings. Pupils will be encouraged to discuss issues in the classroom with adults and not on the playground during break and lunch times.

Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RHE.

Parents who request to withdraw their child/children from RHE lessons should make an appointment to meet with the head teacher to discuss their wishes and review the content of the individual lessons.

Parents/Carers have the right to withdraw their children from all or part of the RHE provided at school except for those parts included in statutory National Curriculum; elements of RSE are taught in National Curriculum Science of which there is no right to withdraw. Those parents/carers wishing to exercise this right are invited in to see the headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RHE programme for the rest of the academic year or until the request for withdrawal has been removed. This will be reviewed annually with parents.

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

Parents should also be aware of the possibility of children discussing the subject outside the classroom

Training

Staff are trained on the delivery of RHE as part of their continuing professional development.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RHE is monitored by the head teacher through:

Planning scrutinies, learning walks, pupil voice, and lesson observations as part of the school procedures to monitor the school curriculum.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years by the head teacher. At every review, the policy will be approved by the headteacher and the governing body.

Appendix 1: 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
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

TOPIC	PUPILS SHOULD KNOW
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
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

