

Review frequency	1 year	Reviewed	March 21
Governing Committee Responsible	FGB	Governor Approval (date)	18 th March 22
Website	Yes		
Staff Responsible	Tanya Cassidy	Next review	March 23

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Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Values Based Education and ensure all children are ready for their next steps. The school's policy for Relationships and Health Education (RHE) is based on guidance from the DfE (Sex and relationships – OFSTED 2002).

1. What is Relationships and Health Education (RHE)?

The term Relationships and Health Education – RHE – rather than Relationships (and Sex) Education, is aimed to acknowledge that the primary school approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. According to the latest DFE guidance, RHE is: '...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.' DfES 'Sex and Relationship Guidance', 2000.

2. Aims

At Maple Tree Primary School, Relationships and Health Education is defined as learning about physical, moral and emotional development, love and care towards others. Through the teaching of Relationships and Health Education, children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy. At Maple Tree, the 3D Dimensions PSHE programme is followed throughout and through the Relationship and Health Education elements the sessions aim:

- to introduce concepts which are appropriate to the age and maturity of the child
- to promote and understand the value of family life, marriage and stable and loving relationships for the nurture of children
- to encourage awareness, respect and responsibility for one self and others
- to enable pupils to develop positive relationships with others and the ability to communicate effectively
- to examine opinions, concepts and encourage discussion
- to enable pupils to protect themselves and ask for help and support
- to give an understanding of the importance of personal hygiene
- to enable pupils to be able to name parts of the body and describe how their bodies work
- to prepare pupils for puberty and to recognise that individuals develop at different times
- to give pupils an understanding of reproductive and sexual development
- to give pupils the skills to manage emotions and relationships confidently and sensitively
- to answer pupils' questions in a sensitive manner
- to teach factual knowledge and encourage the explanation of facts
- to develop an understanding of what a loving relationship is and that it can be in many forms including between a man and a woman or people of the same gender

3. Organisation

The class teacher will be responsible for the delivery of the Relationships and Health Education programme. Delivery is mostly through discrete PSHE sessions with some aspects of Relationships and Health Education taught through links made in other areas; such as Science. A range of teaching styles will be used, to encourage pupil participation, so that pupils can discuss and reflect on ideas and content, whilst developing their communication skills. During these sessions a range of topics are discussed covering:

- Health and Wellbeing > Keeping Safe
- Health and Wellbeing > Growing and Changing
- Health and Wellbeing > Healthy Lifestyles
- Health and Wellbeing > Hygiene
- Relationships > Healthy Relationships

- Relationships > Family and friends
- Relationships > Feelings and Emotions
- Relationships > Valuing Difference
- Living in the Wider World > Rules, Rights and Responsibilities
- Living in the Wider World >Communities

4. Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

5. Procedures for withdrawal from Relationship and Health Education

Parents have the right to withdraw their children from the parts of the Relationship and Health Education Curriculum which are not included within the National Curriculum. Any parent who needs further clarification should discuss this with the Class Teacher or PSHE Subject Leader. Notification of when Relationships and Health Education is being taught within each class is stated on the termly overview. Additional letters will be sent out to the parents of those children in Year 5/6 forewarning the teaching of puberty and reproduction.

If a parent wishes to withdraw their child from specific elements of the Relationships and Health Education curriculum, this should be conveyed in writing to the Headteacher.

6. Assessment, Reporting and Recording

Class teachers assess progress and understanding in Relationships and Health Education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the whole school understanding of PSHE.

7. Equal Opportunities

All pupils have access to the Relationships and Health Education curriculum. Where pupils have specific educational needs, arrangements for additional support are made to ensure these pupils have an appropriate, differentiated curriculum. This can include advice and support from external agencies such as the school nursing team.

8. Confidentiality and Safeguarding

It is important that for the effective teaching of Relationships and Health Education there must be a trusting relationship between the class teacher and pupils, but it is important for pupils and parents to understand that staff cannot always maintain confidentiality in light of safeguarding procedures. Any concerns staff may have should be discussed immediately with the designated safeguarding lead. The safety of our children is of paramount importance and the school is legally obliged to refer concerns regarding safeguarding issues, including sexual abuse to external organisations.

9. Monitoring

This policy will be reviewed annually by the Governing Body according to the schedule for policy review.

Appendix 1: The teaching programme for Relationship and Health Education

Early Years

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In PSHE and Relationships and Health Education children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In PSHE and Relationships and Health Education they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Relationship and Health Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Appendix 2: Parent form: withdrawal from sex education within Relationships and Health Education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and health education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			