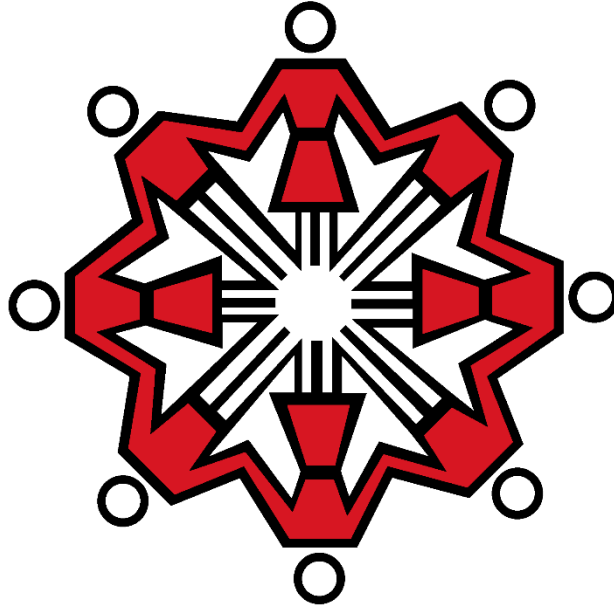


# **ST BENEDICT'S PRIMARY SCHOOL**



## **Relationships and Health Education (RHSE) Policy**

**St Benedict's Primary School  
Relationships and Health Education (RHSE) Policy**

## **RHSE provides opportunities for our pupils to:**

- Have a better understanding about the nature of human relationships.
- Learn about relationships, the importance of communication and assertiveness, skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including the bringing up of children; this also includes marriage and civil partnerships.
- Consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- Reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

The following Rights Respecting articles underline our aims:

### **Article 3**

*"The best interests of the child must be a top priority in all our actions."*

### **Article 29**

The UNCRC states that *"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment."*

### **Article 17**

*"Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand."*

## **Relationships and Health Education:**

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHSE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society. Through all aspects of the RHSE curriculum we promote spiritual, moral, social and cultural education,

whilst considering the mental and physical development of pupils at school. We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHSE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

From September 2020 it is a legal requirement to teach Relationships and Health Education at primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

### **POLICY DEVELOPMENT AND CONSULTATION:**

The policy has been developed through consultation with our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

### **Relationships and Health Education:**

At St Benedict's Primary school, understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about the understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

Our current Relationships and Health Education does not include teaching about sex (and the schools' policy on that subject is explained further below).

### **Aims and Objectives of this policy and the Relationships Education curriculum:**

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery.
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually.
- Relationship Education provides a foundation for further work at secondary school.
- To help young people to respect themselves and others.
- To support pupils through their physical, emotional and moral development.
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene.
- To help pupils understand the significance of marriage and stable relationships and its importance for family life ***\*Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances\****.
- To help pupils move more confidently and responsibly into and through adolescence.
- To help pupils to understand a range of views and beliefs about relationships.
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs.

**THE PROGRAMME WILL REFLECT THE SCHOOL RIGHTS RESPECTING POLICY AND ENCOURAGE THE FOLLOWING VALUES:**

- Respect for self.
- Respect for others.
- Responsibility for own actions.
- Responsibility for family, friends, school and the community.

**PRIMARY:**

Relationships and Health Education is provided to support personal, social and emotional well-being.

Our Relationship and Health Education curriculum has been developed through progressive units beginning from Year 1 to Year 6.

**SEX EDUCATION:**

St Benedict’s Primary school has decided that the only teaching that it will provide about sex education is that which is included in the National Curriculum for Science. Parents do not have a right to withdraw their child from these lessons. This will be reviewed annually and parents consulted if the curriculum is changed.

**ORGANISATION AND METHODS OF TEACHING**

**Planning and delivery of programme:**

- This scheme of work has been planned by school staff and supporting external agencies.
- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected.
- The discrete puberty programme may be taught in Years 5 & 6 in selected single sex groups by trained, confident staff but otherwise classes will stay mixed.
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school.
- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated.

**Overview of Mandatory requirements  
(Where are themes taught?)**

Year Group	Relationship Education			Health Education		
	Relationship	Safety On & Offline	Families	Mental Well being	Health Prevention	Changing Bodies
1	*		*	*		
2	*	*	*	*		
3	*		*	*	*	
4	*	*	*	*		
5	*	*	*	*	*	*
6	*	*	*	*	*	*

## **AREAS OF RESPONSIBILITY:**

### **Head Teachers, Governors and RSE lead**

- Ensure the framework is followed.
- Ensure that this policy is made available to parents.
- When developing and amending this policy, work with parents and listen to their views.

### **Teaching Staff**

- Implement this policy with the guidance of senior leaders in the school
- Ensure that the policy is followed in applied practice
- Liaise with the governors on the teaching of RHSE and (Sex Education) in school as required
- Liaise with parents and feedback any concerns, following the school's usual procedures
- Respond to the needs of pupils, following the school's usual procedures

## **SPECIFIC ISSUES**

### **Confidentiality**

- Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

### **Answering Difficult Questions**

- If a pupil/student asks a difficult question during a whole class session, staff will be expected to answer honestly and factually.
- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery.
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents.
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will focus heavily on the importance of healthy relationships.
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern.

### **Parent Withdrawal**

Parents have a right to withdraw their child from sex education lesson(s) but not from Relationships and Health Education lessons.

## **COVID-19**

In view of Covid-19 restrictions, an overview will be sent out to parents with an option to respond via email. Elements of this policy may be impacted by Covid 19 throughout the academic year.

### **Other related documents & policies**

- Cross reference to other related policies,
- Education Act 2002
- Keeping Children Safe in Education 2019
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- OFSTED School Inspection Handbook 2019
- Relationship & Health Education Statutory Guidance 2019 (DfE)
- United Nations Convention on the Rights of the Child

### **EQUAL OPPORTUNITIES/INCLUSIVITY**

The school's Relationships and Health [and sex] Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

### **MONITORING AND EVALUATION**

This policy will be managed by the RHSE Co-ordinator/Science Coordinator and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board.

The policy will be reviewed annually.

### **DISSEMINATION OF THE POLICY**

A summary of this policy will appear in on the website.

Parents will be supplied with a fully copy on request.

The policy will be communicated to all staff and governors.

### **RATIFIED BY**

**RHSE Lead** ..... **DATE** .....

Head Teacher/ Principal .....

**Governor** .....

**REVIEW DATE** ..... **(Annually)**