



***Our Mission: To improve the communities we serve for the better***

***Vision:***

*Challenging educational orthodoxies so that every child makes good progress in core subjects;  
all teachers are committed to personal improvement and fulfil their responsibilities;  
all children receive a broad and balanced curriculum;  
all academies strive to be outstanding.*



THE PARKGATE ACADEMY  
LABOR OMNIA VINCIT

# Relationships and Health Education (RHE) Policy

September 2020



## **Aims**

The aims of Relationships and Health Education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **Statutory Requirements**

As a primary academy school, we must provide relationships education to all pupils in accordance with section 34 of the Children and Social work act 2017.

We are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained in the science curriculum. In teaching RSE (Relationships and Sex Education), we are required by our funding agreements to give regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At The Parkgate Academy, we teach Relationships and Health Education as set out in this policy.

## **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together 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 give their comments about the policy;
4. Pupil consultation – we investigated what pupils want from their RHE;
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, healthy lifestyles, diversity and personal identity.

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

## **Curriculum**

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils 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 children are fully informed and do not seek answers online.

If delivered, Primary Sex Education will focus on preparing boys and girls for the changes that adolescence brings

For more information about our curriculum, see our curriculum map in Appendix 1.

## **Delivery of RHE**

RHE is taught in a cross-curricular approach, alongside the science curriculum, PSHE, ICT, RE, assemblies, school values and golden threads.

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions;
- Recognising and assessing potential risks;
- Assertiveness;
- Seeking help and support when required;
- Informed decision-making;
- Self-respect and empathy for others;
- Recognising and maximising a healthy lifestyle;

- Managing conflict;
- Discussion and group work.

In Forge Trust schools, we follow some aspects of the Christopher Winter Project scheme of work (Teaching RSE with Confidence in Primary Schools), which has been awarded the Pamela Sheridan Award for Excellence in recognition of their pioneering professional development programme in RSE. It has also been awarded the quality mark by the PSHE Association.

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). We are also sensitive to the fact that some children may have a different structure of support around them (for example: looked after children or young carers).

## **Roles and Responsibilities**

### **The Board of Trustees**

The Board of Trustees has approved this policy and will hold the Principal of each academy to account for its implementation.

### **The Principal**

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

### **Staff**

Staff are responsible for:

- Delivering RHE in a sensitive way;
- Modelling positive attitudes to RHE;
- 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 Principal.

### **Pupils**

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

## **Parents' Right to Withdraw**

Parents have the right to withdraw their children from the non-statutory components of Relationships and Sex Education (if it is delivered by the school). Relationships and Health Education is compulsory – as a school, we are bound by law to deliver these lessons – and consequently we cannot take requests for children to be withdrawn from these lessons.

If the non-statutory components of Relationships and Sex Education are delivered, before asking to withdraw, parents are encouraged to talk to the class teacher and/or view teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE. The RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn. The RSE policy will also be shared with any parents who wish to withdraw their child.

## **Training**

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RHE where required.

## **Monitoring**

The delivery of RHE is monitored by the Senior Leadership Team (SLT) through planning and book scrutinies, learning walks and pupil voice.

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

This policy will be reviewed by Trustees on an annual basis. At each review, the policy will be approved by the Board of Trustees.

## **Appendix 1: Scheme of Work for Years Reception to Year 6**

|                                |  |
|--------------------------------|--|
| <b>Reception<br/>Our Lives</b> | <b>Lesson 1: Making Friends</b><br><b>Lesson 2: Getting Along</b><br><b>Lesson 3: Families</b>                                     |
| <b>Year 1<br/>Our Lives</b>    | <b>Lesson 1: Different Friends</b><br><b>Lesson 2: Growing and Changing</b><br><b>Lesson 3: Families</b>                           |
| <b>Year 2<br/>Our Lives</b>    | <b>Lesson 1: Differences – boys and girls</b><br><b>Lesson 2: Differences – animals</b><br><b>Lesson 3: Emotions</b>               |
| <b>Year 3<br/>Our Lives</b>    | <b>Lesson 1: Differences – body</b><br><b>Lesson 2: Respectful Relationships</b><br><b>Lesson 3: People who Care</b>               |
| <b>Year 4<br/>Our Lives</b>    | <b>Lesson 1: Healthy Relationships</b><br><b>Lesson 2: Changes in Emotions</b><br><b>Lesson 3: Basic First Aid</b>                 |
| <b>Year 5<br/>Our Lives</b>    | <b>Lesson 1: Personal Hygiene</b><br><b>Lesson 2: Mental Wellbeing</b><br><b>Lesson 3: Permission Seeking</b>                      |
| <b>Year 6<br/>Our Lives</b>    | <b>Lesson 1: Respectful Relationships</b><br><b>Lesson 2: Positive Communication</b><br><b>Lesson 3: Changes – adolescent body</b> |