

Inspire Partnership Academy Trust



Rockcliffe Manor Primary School

## Relationship and Health Education Policy

Incorporating; Relationships Education; Health Education and  
Relationships and Sex Education

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Approved by:	CEO
Policy Owner:	Trust Inclusion Lead
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## 1. Introduction

This policy covers the teaching of Relationships Education, Sex Education and Health Education (referred to in this policy as RHE).

## 2. Definitions

Relationship Education

We define Relationships Education as teaching pupils about positive relationships, with a focus on friendships, family relationships, relationships with other children and with adults.

Sex Education

Sex Education teaches pupils basic scientific facts about how humans and other animals grow and reproduce. Sex Education teaches boys and girls about puberty and the changes that adolescence brings. This is only taught in Years 5 and 6.

## 3. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach pupils about the following protected characteristics and to understand their importance
  - age
  - disability
  - gender reassignment
  - marriage and civil partnership
  - pregnancy and maternity
  - race
  - religion or belief
  - sex
  - sexual orientation

#### 4. Statutory Requirements

As a primary academy from September 2020, we must provide Relationships and Health Education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We also need to teach the elements of sex education contained in the science curriculum.

In teaching RHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

#### 5. Policy Development

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

- Review – a working group have worked collaboratively on all relevant information including relevant national and local guidance
- Staff consultation – identified staff in each school were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Ratification – once amendments were made, the policy was shared with the CEO for ratification

#### 6. Curriculum

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, staff will respond in an appropriate manner so they are fully informed and do not seek answers online.

The non-compulsory elements of sex education for primary schools will be taught to pupils in years 5 and 6 only. The non-compulsory elements are defined below.

Primary sex education will focus on:

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

Within the curriculum, children will learn about the nine protected characteristics and their importance. It is integral that all children gain an understanding of the world they are growing up in, and learn how to live alongside and show respect for a diverse range of people.

At the Inspire Partnership, we know that it is important to have a well-considered approach to the teaching and learning of the protected characteristics, in order to:

- Eradicate discrimination, harassment and victimisation
- Foster good relations between people who share a particular protected characteristic and people who do not share it

- Advance equality of opportunity between people who share a particular protected characteristic and people who do not share it

## 7. 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, and other aspects are included in religious education (RE).

The teaching of RHE will provide all children with the opportunities for deeper discussions during lessons including time for reflection and making connections with their own experiences.

RHE content will also be taught through assemblies and this will be followed up by discussions and further learning within classrooms.

The teaching of RHE must be adapted to meet the needs of all learners (e.g. SEND and pupils with social and emotional needs).

In Year 4 pupils will begin to learn about puberty, including how our bodies begin to change during this time.

Pupils in Year 5 will partake in lessons looking at menstruation and how puberty creates emotional changes.

Pupils in Year 6 will receive stand-alone sex education sessions about how babies are conceived and born which will be delivered by a familiar adult.

Relationships 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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of pupils 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 pupils may have a different structure of support around them (for example: looked after children or young carers).

Parents will be informed of which topics will be taught each term via the curriculum newsletter.

## 8. Roles and responsibilities

The Board of Trustees

- The CEO will approve the RHE policy, and will hold leaders accountable for the implementation.

#### The Governing Board

- The Governing Board will ensure that RHE is well led, effectively managed and well planned, as well as check that teaching is delivered in ways that are accessible to all pupils with SEND.

#### The Headteacher

- The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RHE (please see below).

#### 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-science components of RHE

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.

The RHE leader and the Senior Leadership Team are responsible for the monitoring and the delivery of RHE within the school.

#### Pupils

- Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity. Before doing any activity with RHE outcomes, pupils and staff will set and agree ground rules. These ground rules should aim to ensure that all the pupils are able to access their basic human rights

Our Ground Rules are:

- To be able to learn;
- To feel and be safe
- To feel and be respected.

## 9. Parents' Right to Withdraw

Parents/carers do not have the right to withdraw their children from Relationships education as this is compulsory.

Parents/carers do have the right to withdraw their child from the non-statutory components of sex education within the curriculum which are taught in Year 6.

Alternative work will be given to pupils who are withdrawn from the non-statutory components of sex education.

Parents/carers who have concerns around the sex education that is being delivered are invited to contact the Headteacher to discuss the matter. This will allow them to talk through their concerns and to ask any questions they may have. It will also allow the Headteacher to explain the curriculum and the benefits that their child will gain from taking part in the lessons.

Further information from the Department of Education can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RHE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RHE_primary_schools_guide_for_parents.pdf)

## **10. 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 Headteacher will also invite visitors from outside the school to provide support and training to staff teaching RHE when necessary.

## **11. Monitoring arrangements**

The delivery of RHE is monitored by the RHE subject Lead through arrangements such as evaluating planning, learning walks and discussions with pupils.

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

This policy will be reviewed by RHE leads annually. At every review, the policy will be approved by the CEO.