

Relationships & Health

Education (RHE)

(from 2024)

PARKFIELD PRIMARY SCHOOL



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1. Aims for Relationship and Health Education

The aims of relationships and health education at our school is to provide our children with age appropriate information, to explore attitudes and values and develop skills in order to make positive decisions around health related behaviour. This is in accordance with the whole school curriculum vision:

Our ambition for when pupils leave Parkfield Primary School

- know that their experiences and talents are valued and are proud to share them
- are curious about the world and respectful of the traditions, beliefs and ideas of others
- make informed choices and develop a sense of responsibility

Aims:

For pupils to:

- develop confidence in talking, listening and thinking about relationships by working within a framework in which sensitive discussions can take place.
- develop skills to make and maintain positive relationships
- to develop feelings of self-respect, confidence and empathy and respect differences in opinion
- be able to protect themselves and know where to go to for support
- know the correct scientific vocabulary with regards to their body parts and understand how their body works
- gain accurate and age appropriate knowledge and understanding about sexuality and relationships leading to creating a positive culture and understanding of everyone within our community
- Have the confidence to discuss the changes that happen to them within their bodies and how this can affect them in the future.

2. Statutory requirements

“The Department for Education is introducing compulsory [Relationships Education for primary pupils and Relationships and Sex Education \(RSE\)](#) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education.” - DfE

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](#).

As an Academy we do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum.

In teaching Relationship and Health Education, 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](#).

At Parkfield we teach Relationships and Health as set out in our curriculum map in accordance with this policy.

3. Policy development and purpose

The policy has been put together by the Headteacher, RHE Lead and shared with the school community.

Purpose of the policy

- give clear guidance to staff and outside visitors about the content and organisation and approach to teaching Relationship and Health Education
- give information to parents about what is taught and when
- give parents/carers and guardians information about their involvement with RHE
- give a clear statement on what the school aims to achieve from Relationship and Health Education and why it thinks RHE is important
- clarify the content and manner in which RHE is delivered. See appendix 1

4. Definition of relationship and health education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Relationship Education has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents, guardians and carers long before any formal education takes place at school. This development continues throughout school with the respect of culture, equality and diversity. It involves a combination of sharing information, and working on exploring issues and values.

Within Health Education, pupils are taught the science behind their physical wellbeing including personal space, puberty, scientific names of their body parts and the reproduction and life cycle of both animals and humans.

Our curriculum for Relationship Education does not include sex education but prepares children for the sex education curriculum taught in secondary school. It is a compulsory part of the curriculum and parents do not have the right to withdraw their child from these lessons. Children in Year 6, where age appropriate, are taught about the scientific reproduction in humans and how conception* between a man and a woman tends to happen in order for pregnancy to occur (although not in all cases - eg. IVF).

*Conception in regards to reproduction is the only Sex Education that pupils in Year 6 will receive as part of the Health Education, building on their prior learning in Science. This prepares pupils for the Sex Education Curriculum they will receive when moving onto Secondary School which allows pupils to feel better prepared.

However, parents are able to opt their Year 6 children out of the conception section only.

It is also essential that both boys and girls are prepared for the changes that adolescence brings as this often occurs while they are in year 4, 5 or 6. Drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born there is a separate programme of sex education in years 6. We will consult parents with information about the content of these lessons prior to them being taught and parents will have the right to withdraw their child from the conception only content. This is outlined in our sex education policy.

5. Curriculum

The primary aim of this curriculum is to ensure children are equipped to make positive choices that affect their mental and physical health, as well as the ability to build positive relationships with others, underpinned by mutual respect and tolerance. These are all key skills required to lead healthy lives and to thrive now and in the future.

Our curriculum is set out as per Appendix 1

DFE expectations and outcomes for school Appendix 2

We have developed the curriculum in combination under the PSHE umbrella, therefore, the areas titled “Health and Wellbeing” and “Relationships”, and the strands contained within them: Physical and Mental Health, Relationships, Social and Emotional, must be covered during the academic year. The curriculum is comprised of guidance and support provided from the [PSHE Association](#), [Health Education Partnership](#), the government’s guidance on [Relationship Education, Relationship and Sex Education, and Health Education](#), as well as addressing the specific needs of the community we serve. Updates and revisions to key terminology from Jan 2021(post EU exit) updated [Keeping Children Safe in Education](#) statutory guidance has been included.

The overview naturally builds upon the skills and knowledge children acquire through the Prime Areas in the EYFS (Communication and Language, Physical Development and Personal, Social and Emotional Development), as well as scientific and moral concepts taught through ‘Understanding the World’. Where children have not attended an early years setting this programme study should create a comprehensive and balanced foundation for children’s learning and skill development in PSHE.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner and direct the children to the appropriate adult (parent, carer/guardian) to speak with so they are fully informed and don’t seek answers online.

For more information about our curriculum, see our curriculum map in appendix1

6. Delivery of Relationship and Health Education

Relationship and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationship and Health Education are taught within the science curriculum, and other aspects are included in religious education (RE).

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

For more information about our Relationship and Health curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life and local community 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).

Christopher Winter Project

7. Roles and responsibilities

7.1 The Community Council and TEFAT

The Community Council and TEFAT will approve the RHE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school

7.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way using the Christopher Winter Project lessons.
- Modelling positive attitudes to RHE
- Monitoring progress
- Facilitating positive and open conversations and discussions within the content allowed at each year group level
- Responding to the needs of individual pupils

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 or RHE Lead.

7.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related

to RHE, treat others with respect and sensitivity.

8. Training

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

9. Monitoring arrangements

The delivery of RHE is monitored by Parkfield's Curriculum Lead supported by the SLT through:

- Planning scrutinies
- Learning Walks
- Pupil Voice
- Lesson Observation
- Moderation Sessions
- Peer teaching

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

This policy will be reviewed by Claire Cunningham Acting Headteacher and members of the SLT/RHE Lead. At every review, the policy will be approved by the community council and TEFAT.