



# Crompton Primary School

## **Relationships, Health Education and Personal, Social, Health, Citizenship, Economic Education (RHE/PSHCEE) Policy**

### **Our Values and Vision**

At Crompton Primary School we will provide a safe and stimulating environment where diversity is celebrated, develop a lifelong love of learning, foster innovation and creativity within an exciting curriculum, celebrate individual success and support children to develop positive relationships within our nurturing school community.

Our school is a warm, friendly and welcoming community where everyone is encouraged to develop themselves to their full potential. We believe that the potential of every individual is limitless and that every minute in every lesson, every day counts. Within a supportive environment, we encourage individuals to reflect on and learn from their mistakes in order to become independent, responsible, resilient and successful.

### **Introduction**

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum Framework (2014) states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

### **Children and Social Work Act 2017:**

This act placed a duty on the Secretary of State for Education to make the new subject of Relationships Education compulsory for Primary Schools. It also provided the power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools. Subsequently, regulations and statutory guidance have been published which make Health Education the only mandatory aspect of PSHE.

## **What is Relationships Education and Health Education?**

The Statutory Guidance (2019) for Relationships Education and Health Education for Primary School has the following headings:

### Relationships

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

### Health

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

## **Aims and Objectives**

We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At Crompton Primary School we use our own enriched curriculum to deliver our Personal, Social, Relationship and Health Education and supplement this with the MyHappyMind programme which is a commercially produced scheme that completely fulfils the statutory guidance (2020), in addition to covering aspects that are not mandatory.

This policy has been written in line with:

- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

Crompton Primary takes its responsibility to provide relevant, effective and responsible RHE to all its pupils as part of the school's personal, social, health, citizenship, economic education (PSHCEE) curriculum very seriously. The school wants parents/carers and pupils to feel assured that RHE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RHE provision.

Effective relationships and health education (RHE) is essential if young people are to make responsible and well-informed decisions about their lives. The objective of RHE is to help and support young people through their physical, emotional and moral development. It will help them learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

### **Context - Why is RHSE important?**

We teach Relationships and Health Education as a specific subject focus although the aims run through other curriculum areas. Current regulations and guidance from the Department for Education (DfE) state that, from September 2021, all schools must deliver RHE to help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life.

It is essential for the following reasons:

- RHE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated 'Keeping Children Safe in Education – Statutory guidance for schools and colleges (September 2021)'.
- The DfE 2019 statutory guidance states that, from September 2021, all schools providing primary education must teach Relationships Health, Sex Education.
- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child. Older pupils frequently say that Relationships, sex and education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough' report.'
- RHE enables pupils to learn about safety and risks in relationships.
- The teaching of RHE plays an important part in fulfilling the statutory duties the school has to meet through the National Curriculum (outlined in section 2 of the National Curriculum Framework (2014).
- The Department of Health has set out its ambition for all children to receive high quality Relationships, sex and education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Children need high quality Relationships, sex and education so they can make wise and informed choices' (p.46).
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and of improving their ability to achieve in school and under the Education Act (1996) to prepare children for

the challenges, opportunities and responsibilities of adult life. A comprehensive RHE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

The member of staff responsible for overseeing and reviewing this policy is: The Headteacher and subject lead. It will be reviewed briefly annually and in full every 2 – 3 years subject to any statutory changes.

We are committed to the ongoing development of RHE in our school. We will use the following indicators to establish curriculum effectiveness:

- A coherent and consistent approach to curriculum delivery has been adopted.
- The content of the RHE curriculum can be flexible and responsive to pupils' differing needs e.g. this can be dependent on the developmental stages and age of the cohort, along with responses from localised data and contexts
- All children are to receive a full entitlement to the curriculum for Relationships Health Education in line with DfE national statutory guidance.
- There are clearly identified learning objectives for all RHE activities and pupils' learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are utilised where appropriate.
- Policy and practice is revised regularly reviewed and will involve staff, governors, parents/carers and pupils.
- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RHE, for example, through parent/carer information sessions/workshops/surveys.
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community e.g. through the school website.
- The use of relevant external agencies are fully utilised when planning for units of work in RHE across the school.
- Create an inclusive classroom in order for pupils to feel comfortable to support their physical and emotional development
- Teach the aspect areas sensitively and support pupils to feel safe
- Options of small groups or one to one discussions where necessary may be appropriate in some cases
- Support pupil with SEND to ensure that the RHE curriculum is accessible to all pupils
- Comply with the Equality Act 2010 and Public Sector duty (section 149 of the Equality Act) in relation to having due regard to:
  - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act
  - Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

- Foster good relationships between persons who share a relevant protected characteristic and persons who do not share it

**Relevant protected characteristics are:**

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- marriage and civil partnership
- Religion or belief
- Sex and sexual orientation

Our aim is to ensure that when pupils leave this school they have an understanding of the importance of equality and respect and understand differences. British Values will support the delivery of diversity within our societies.

Units of work used to deliver the RHE curriculum ensure that there is coverage of the protected characteristics across the year groups in school. This work commences in the Early Years Foundation Stage through PD (Physical Development) and PSED (Personal, Social and Emotional Development).

**Location and dissemination**

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available on request from the school office.

**Relationships to other policies**

This policy supports/complements the following policies:

- Anti-bullying
- Assessment, Recording and Reporting
- Attendance
- Behaviour
- Child Protection/Safeguarding Children
- Confidentiality
- Continued Professional Development
- Equal Opportunities
- E-safety/IT
- First Aid
- Health & Safety

- Monitoring and Evaluation
- Pastoral
- Race Related Incidents
- Science
- SEND/Inclusion
- Visitors in School

**The guidance should be read in conjunction with:**

- **Keeping Children Safe in Education** (statutory guidance)
- **Respectful School Communities:** Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) • **Behaviour and Discipline in Schools** (advice for schools, including advice for appropriate behaviour between pupils)
- **Equality Act 2010** and schools
- **SEND code of practice:** 0 to 25 years (statutory guidance)
- **Alternative Provision** (statutory guidance) • **Mental Health and Behaviour in Schools** (advice for schools)
- **Preventing and Tackling Bullying** (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- **The Equality and Human Rights Commission** Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- **Promoting Fundamental British Values** as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- **SMSC requirements** for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- **National Citizen Service** guidance for schools

**Definition**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

At Crompton Primary we want the RHE curriculum to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to this subject area, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The subject content supplemented with MyHappyMind sessions will give them the knowledge and capability to take care of themselves and know where to receive support should problems arise.

The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help our pupils to become successful and happy adults who make a meaningful contribution to society.

### **Relationships, Health Education:**

- is a partnership between home and school
- ensures pupils' views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, gender identity
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is inclusive of difference: gender identity, sexual orientation, special educational needs and disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships in society which may differ to their own
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- promotes equality in relationships, recognises and challenges gender inequality and reflects different experiences and needs

## **Overall school aims for RHE**

Our approach to RHE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and the whole school community are actively promoted. Our RHE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our RHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

Through the provision outlined in this policy, the school's overall aims of RHE are to teach and develop the following three main elements:

### **Attitudes and values:**

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage, and stable and loving relationships for the nurture of children
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

### **Personal and social skills:**

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made and manage conflict
- learn how to recognise and avoid exploitation and abuse

### **Knowledge and understanding:**

- learn and understand physical development at appropriate stages
- understand emotions and relationships
- learn about menstruation and the range of local support services

### **In addition to this, we also aim to:**

- raise pupils' self-esteem and confidence



- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach pupils to be accepting of the different beliefs, cultures, religions, gender identity, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about consent and their right to say no, in an age appropriate manner
- to teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching RHE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals

### **The wider context of RHE**

The school's RHSE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all pupils, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, and growing up
- work in partnership with parents/carers and pupils, consulting them about the content of programme
- work in partnership with other health professionals and the wider community

### **RHSE contributes to:**

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school

- a better understanding of diversity and inclusion, a reduction in gender based and homophobic, biphobic, transphobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice

### **Key rights and responsibilities for Relationships Health Education**

The policy applies to:

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school

The head teacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE.

<b>Specific responsibilities</b>	<b>Who – role?</b> E.g. PSHE lead, head teacher, CP designated teacher
Leading the RHSE provision, ensuring a spiral curriculum	RHE lead
Accessing and leading training and support for staff	RHE lead
Establishing and maintaining links with external agencies/other health professionals	RHE lead
Policy development and review, including consultation and dissemination	RHE lead and SLT
Implementation of the policy; monitoring and assessing its effectiveness in practice	RHE lead and SLT
Link governor for RHSE	Sarah Webb
Managing child protection/safe guarding issues	All Staff and DSL's
Establishing and maintaining links with parents/carers	RHE lead and SLT

## **Agreed Language**

Pupils will be taught the anatomical terms for body parts where taught. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use. This will be shared with parents/carers before it is delivered in class through the consultation process and within this policy.

<b>Year Group</b>	<b>Vocabulary</b> - (Vocabulary may be introduced at the discretion of the maturity of each cohort)
Reception to the end of Year 6	Conception, puberty, pregnancy, birth, ovary, ovum, egg, fallopian tube, womb, uterus, menstruation, period, vagina, cervix, penis, testicles, sperm, sperm duct, urethra, erection, wet dream, testosterone, sexual intercourse, egg ovum, embryo, umbilical cord, amniotic fluid, placenta, cells, contractions, disease, infection, love, relationship, family, marriage, support, caring, loving, consent, heterosexual, gay, transgender, lesbian, bisexual, homophobic, transphobic, biphobic, homophobia, transphobia, biphobia, LGBT+

We will consider how pupils who are new to English will be supported in accessing and understanding the language used in RHE lessons.

## **Respectful Language**

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RHE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn.

The casual use of homophobic, biphobic and transphobic language in school will continue to be challenged and pupils will be made aware that using the word 'gay' to mean something is rubbish or wrong and will not be tolerated. To tackle this, staff might say: 'you have used the word 'gay', but not in the right way.'

As a result, pupils will hear references to, for example, 'gay,' 'straight' and different kinds of relationships as part of teaching and assemblies, for example, when we talk about rights, respect or relationships.

## **Answering questions**

We acknowledge that potentially sensitive or controversial issues will arise as pupils will naturally share information and ask questions. 'They will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what's set of for Relationships Education. We also acknowledge that children of the same age may be developmentally at different stages leading to differing types of questions or behaviours.

When spontaneous discussions arise, it is guided in a way that reflects the stated school aims and curriculum content for RHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RHE lead/Designated Safeguarding Leads. Questions may be referred to parents if it is not appropriate to answer them in school. We may also use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated leader for safeguarding and child protection, in line with school policy and procedures.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later, on an individual basis
- staff will not provide more information than is appropriate to the age/developmental level of the pupil

- if staff are concerned that a pupil is at risk of abuse, the safeguarding designated lead will be informed and the usual child protection procedures followed
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age/developmental level of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

### **Key responsibilities for RHE Teaching staff**

When teaching RHE staff will -

- ensure that they are up to date with school policy and curriculum requirements regarding RHE
- attend and engage in professional development training around RHE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the RHE lead on any areas that they feel are not covered or inadequately provided for in the school's RHE provision, including resources
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RHE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND
- ask for support in this from the school SENDCO/Inclusion Lead or the RSE/PSHCEE lead, should they need it

### **Lead members of staff**

The lead member/s of staff will receive training in their role and responsibilities. This will support them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

**The lead member/s of staff will:**

- develop the school policy and review it on a yearly basis
- ensure that all staff are given regular and ongoing training on issues relating to RHE as well as how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE, including new staff or supply staff
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils
- ensure that RHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding RHE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the RHE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RHE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate
- share the school's provision for RHE with parents/carers in order to ensure they can support this at home
- communicate to parents/carers any additional support that is available from the school to support them with RHE at home

**Governors**

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. When aspects of RHE appear in the School Development Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

As well as fulfilling their legal obligations, the governing body will also make sure that-

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from appropriate areas

- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

## **Pupils**

All pupils -

- are expected to attend the statutory National Curriculum Science elements of the RHE curriculum and the statutory Relationships Education and Health Education curriculum
- should support one another with issues that arise through RHE by, for example, alerting relevant members of staff to any potential worries or issues
- will be expected to listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will have the opportunity to talk to a member of staff, in confidence, regarding any concerns they have in school related to RHE or otherwise
- will be asked for feedback on the school's RHE provision [annually] and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for RHE and taken into consideration when the curriculum is prepared for the following year's pupils

## **Parents Role**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

## **The school will -**

- work closely with parents/carers when planning and delivering RHE
- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RHE
- give parents/carers every opportunity to understand the purpose and content of Relationships Education and RHE
- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum
- build a good relationship with parents/carers on these subjects over time by inviting parents to discuss what will be taught, address any concerns and help support them in managing conversations with their children on these issues
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RHE

- will reach out to all parents, including those who are hard to engage, recognising that a range of approaches may be needed for doing so

### **The parental right to withdraw**

Parents cannot withdraw their child from the statutory sex education content included in National Curriculum for Science, which includes content on human development, including reproduction. Parents also cannot withdraw their child from Relationships or Health Education because it is important that all children receive this content, covering topics such as friendships, how to stay safe.

### **However, parents do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the statutory RHE.**

Requests for withdrawal should be put in writing to the head teacher. The head teacher will discuss this request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record kept.

The head teacher will also discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This will include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

RHE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision.

The head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in this school, other than as part of the science curriculum. The pupil will receive will then receive appropriate, purposeful education during the period of withdrawal.

All records of discussions with parents in relation to 'right to withdraw' will be retained by the school and these will be shared with parents.

Parents cannot withdraw their child from:

- relationships education
- health education
- national curriculum science

### **Staff support and CPD**

It is important that all staff feel comfortable to deliver RHE lessons. The school will provide regular professional development training in how to deliver RHE.



Staff, including nonteaching staff, CPD needs are identified and met through the following ways:

- an audit of staff CPD needs will be completed
- training and support is organised by the PSHE lead who will liaise with SLT
- staff will be offered generic RHE training which includes sessions on: confidentiality, creating a ground rules, handling controversial issues, responding to awkward questions , an introduction to the rationale of why teaching RHSE is so important, current law and guidance, learning outcomes and school policy
- staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and potentially difficult questions

### **RHE / Science Provision**

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child/children from this. The law states (Education Act 1996) that *'schools must teach the biological elements of the RHSE in the National Curriculum.'*

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

### **Statutory aspects of Sex Education within the National Curriculum Science**

<p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> </ul>	<p><b>Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals</li> </ul>
<ul style="list-style-type: none"> <li>□ describe the importance for humans of hygiene</li> </ul>	<ul style="list-style-type: none"> <li>□ describe the changes as humans develop to old age</li> </ul>

**Statutory aspects of Relationships Education:**

<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul>
<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to</li> </ul>
	<p>manage these situations and how to seek help or advice from others, if needed.</p>

<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>
	<ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>

<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
-------------------	---

### **Statutory aspects of Health Education (which apply to RHE)**

<b>Health and prevention</b>	<input type="checkbox"/> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
<b>Changing adolescent body</b>	<input type="checkbox"/> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <input type="checkbox"/> about menstrual wellbeing including the key facts about the menstrual cycle.

### **The needs of pupils**

We recognise that an interactive approach to RHE will better develop the skills of our pupils and also that it is more likely to meet their needs. We involve pupils in the planning, development and evaluation of their RHE in ways appropriate to their age, stage and development.

### **We will involve pupils through:**

- discussions with small groups of pupils
- questionnaires/surveys
- pupil focus groups and pupil consultation groups formed specifically for RHE

## **Topics to be covered**

RHE needs to start early so that children learn about different kinds of relationships like families and friendships and so they can recognise if other people make them feel uncomfortable or unsafe. Many children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. It is good to have some RHE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

## **Delivery of RHE**

Pupils receive their entitlement for RHE through a spiral curriculum in timetabled slots, which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- designated RHE time
- frequency of sessions
- small group work
- cross curricular links e.g. science
- assemblies

## **Working with visitors and other external agencies**

Where appropriate, we may use visitors from external agencies or members of the community to support RHE. Working with external organisations enhances delivery of RHE, bringing in specialist knowledge, which gives different ways of engaging with our pupils.

When using visitors, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be made aware of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority, and we recognise and value its contribution to the RHE programme.

We will ensure that the teaching delivered by the visitor fits with our planned programme and policy. We will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for our pupils. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs.

We will agree in advance of the session how confidentiality will work in any lesson and how a safeguarding report should be dealt with by the external

visitor. It is also important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

### **Inclusion, equality and diversity**

We are required by law to comply with relevant requirements of the Equality Act 2010. All pupils are entitled to quality RHE that helps them build confidence and a positive sense of self, and to stay healthy. We include all pupils regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full RHE provision. We promote social aspects of learning and expect our pupils to show a high regard for the needs of others. RHE is an important vehicle for addressing controversial and sensitive issues and ensuring equal opportunities for all.

### **Responding to pupils' diverse learning needs**

Considerations will be made for:

religious and cultural diversity

- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/bi-phobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

### **Ethnicity, religion and cultural diversity**

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

### **Single gender groups:**

Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single gender

groups. We will consult parents and pupils both on what is included, and on how it is delivered. This will help pupils and their families to establish what is appropriate and acceptable for them. Working in single gender groups can considerably ease concerns about RHE, and help to ensure that pupils receive the RHE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single gender groups are used for pupils, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

### **Special educational needs and disabilities (SEND)**

RHE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RHE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons if necessary to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

### **Lesbian, Gay, Bisexual, Transgender and Plus (LGBTQ+)**

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or + (LGBTQ+). Inclusive RHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Pupils, whatever their developing sexuality or identity, need to feel that RHE is relevant to them.

Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBTQ people in stories, scenarios and role-plays. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

### **Pupils who are new to English**

The school will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RHE provision and resources.

### **Resources**

We will focus on the needs of the pupils and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them.

We may use children's books, both fiction and non-fiction, within our RHE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

Resources we will use for RHSE are:

- Channel 4 - Living & Growing series
- MyHappyMind programme
- Jigsaw scripts/mindfulness
- School unit booklets
- Bounce Forward resources

### **Learning environment and additional non-negotiable ground rules**

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RHE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

We will develop non-negotiable ground rules for lessons and discussions related to RHE. If pupils are to benefit fully from an RHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. Additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.



Our additional non-negotiable ground rules are:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe
- It is not OK to ask personal questions of each other or the teacher but we can put questions in the box for later
- Do not use names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson
- We will use the anatomical terms for the sexual body parts
- It is ok to say pass / not join in
- We will respect different opinions, situations & backgrounds

### **Assessment, recording and reporting in RHE**

We assess pupils' learning in RHE in line with approaches used in the rest of the curriculum (including assessment for learning). Assessment methods include -

- formative assessment is built into the RHE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement is reported to parents/carers as with other subjects
- pupil achievement in RHE is celebrated and shared

### **Monitoring and evaluation**

There is a planned cycle of monitoring at Crompton Primary School. RHE forms part of this monitoring cycle and all audit and review procedures and findings are scrutinised by the school Leadership Team and the Governing Body.

#### **Monitoring activities:**

- recording of pupil attendance in RHE lessons
- effective RHE leadership with a system of lesson observations and peer support
- a system for regular review of the RHE policy and programme
- pupil and staff interviews/questionnaires
- pupil/staff/parent surveys
- scrutinising staff planning
- samples of pupils' work

**Evaluation activities:**

- teacher and pupil evaluation of lessons, units and the overall RHE programme
- teacher and pupil evaluation of resources
- sampling pupils' work and journals

**Safeguarding and Child Protection**

Through Relationships Education and (PHSCEE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole.

Children have the right to:

- say no
- respect their own body
- speak out and know that someone can help

When teaching any sensitive issue young people may give cause for concern. All adults are aware of our safeguarding arrangements and procedures. If the school has any reason to believe a pupil is at risk, advice from Oldham's multi agency protection hub (MASH) will be sought.

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sharing inappropriate images, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours.

Our use of the anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

### **Confidentiality in the context of RHE lessons**

The nature of RHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in RHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible in line with our safeguarding and child protection policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's Safeguarding and Child Protection policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

### **Support**

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social or emotional development, including matters raised by, or relating to, RHE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

All staff are responsible for implementing this policy. However, all staff, all pupils and their parents have an active part to play in the active development and maintenance of this policy and in its success.

This policy is due for renewal in January 2026

Chair of Governors: Lucy Dowd

