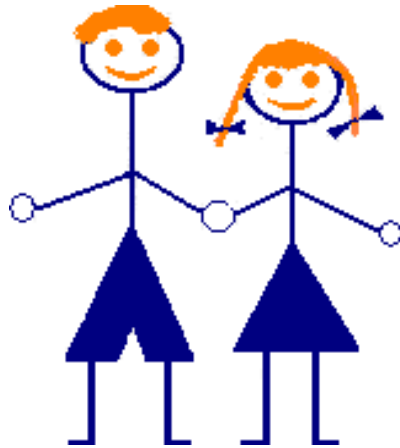


Relationships and health education (RHE) policy 2023

Pictor Academy



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1. 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 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

Though new guidance has recently been put in place by the Department for Education (DfE); this subject is one that is already central to our curriculum at Pictor. Building relationships and meeting the needs of children in our school is a highly important aspect of what we do. Key focus areas throughout the school include 'making relationships' and 'self-confidence and self-awareness'. This RHE policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognize the need to work as a whole school community to ensure a shared understanding of RHE and the under-pinning values and to deliver an effective programme that meets the needs of our pupils.

2. Statutory requirements

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](#).

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 including requirements to teach science which would include 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](#).

As a special educational needs setting we also follow this SEND code of practice (2014) which outlines several aspects which impact on our teaching of RHE including supporting successful preparation for adulthood.

At Pictor we teach RHE as set out in this policy.

3. Policy development

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

1. Review – members of staff pulled together all relevant information including relevant national and local guidance
2. Advisory committee consultation – the advisory committee were given the opportunity to look at and approve the policy
3. Parent/stakeholder consultation – parents were given the opportunity to view the policy on the school website and give feedback or discuss any points.
4. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
5. Consultation with the school nurse

4. Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RHE is not about the promotion of sexual activity. The aim of RHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not specifically intimate relationships. At Pictor, we have chosen to name this area RHE as teaching of sex education is not statutory until key stage 3. The science aspects of this area focus on health and body changes which is why we have used the term 'health' instead of 'sex'.

5. Curriculum

The curriculum is a work-in-progress under continuous consultation with staff, and senior management; taking into account the age, needs and feelings of pupils. Parental feedback will be considered and the policy will be reviewed and updated. This is important due to the introduction of the statutory requirements for RSE (Relationships and Sex Education) in 2020. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers in less appropriate ways; such as online.

Our planning for this subject incorporates statements from our bespoke Evidence for Learning assessment tool as well as a detailed planning framework created specifically for pupils with SEND developed by the PSHE association. Our children and classes at Pictor are completely individual and therefore this content is differentiated at the point of delivery. Aspects of RHE are core to what we do and run all the way through the school in teaching and learning in various forms. One of the largest aspects of RHE is PSED (personal, social and emotional development) which is a key focus for all of our semi-formal learners in school. All children should also have personalised targets which relate to this area in some form on their EHC plans.

6. 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).

Pupils and teachers can also receive support in specific sessions from our school nurse; a trained health professional.

A well planned age and stage appropriate delivery for RHE is essential. As a specialist provision, we begin our delivery of RHE to pupils from an early age. The core concepts in RHE need to be embedded through tailored delivery; such as teaching public and private through toileting routines. Appropriate RHE will be provided for pupils at all levels of development and it is essential for our pupils to revisit topics frequently through a multi-sensory approach.

Staff will deliver content in a personalised way. For example through: intensive interaction, social stories, books, AAC and personalised resources. Most of this teaching is embedded in personalised activities on a regular basis with close liaison with families. Staff also work closely with Speech and Language Therapists to build on communication in the classroom, allowing yet more opportunity for building, and teaching about, relationships.

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 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).

7. Roles and responsibilities

7.1 The Advisory Committee

The Advisory Committee 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 and approving new amendments to the policy.

7.3 Staff

Staff will work collaboratively in delivering RHE to all pupils. Staff will be supported in this delivery and through discussion and meetings we will address any concerns about age appropriateness and differentiation for learners' needs and abilities. It is important that the staff agree on the correct language for private body parts. A vocabulary list has been agreed and delivered to all staff. It is good practice to use medically correct terms for genitalia and sexual parts of the body for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because some children are unable to describe abusive behaviours. Therefore it is essential that correct language is used as a safeguarding issue.

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Informing parents and carers of dates of delivery and content of puberty and body changes lessons
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/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. All staff are responsible for teaching RHE. All staff have completed safeguarding training. This is essential in case any discussions with children raise concern as this would need to be dealt with appropriately.

8. Parents' and carers' right to withdraw

At Pictor we believe that working in partnership with parents and carers is a very important strand of effective RHE. We recognise that parents and carers of pupils with SEND may face challenging issues that are relevant to RHE. With this in mind we recognise that school has a very important role to play and the policy will be available on the school website for all parents and carers.

Under DfE (2020) guidelines, parents and carers do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RHE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

At Pictor we pride ourselves on tailoring education for the individual. Annual review meetings are a good opportunity to discuss the teaching of aspects of RHE with parents/carers of individual children. Specific resources and delivery can be discussed at these meetings where necessary.

8.1 Puberty

Working collaboratively with parents is very important to us at Pictor therefore teachers in each appropriate Key Stage 2 class will inform parents as and when puberty lessons will take place and the content of the lessons. Teachers will support parents if they have any concerns with this and one to one meetings can be set up if necessary. Intercourse will not be taught therefore parents do not have the right to withdraw.

9. Training

Staff will be trained on the delivery of RHE in line with updated government guidance and it is included in our continuing professional development calendar.

In house training will be provided on curriculum content, correct vocabulary and subject delivery. The subject coordinator and management team will be available for discussion with any staff that have questions.

Staff receive training in personal and intimate care, which work in conjunction with key aspects of RHE including privacy and consent.

The school nurse will also be available to provide support and training to staff teaching RHE.

10. Monitoring arrangements

The delivery of RHE is monitored by Beckie Greenfield in conjunction with the management team.

Monitoring of RHE in school will be set out in the calendar of responsibility and conducted through lesson observations, assessment monitoring and teacher discussion and feedback.

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

This policy will be reviewed by Beckie Greenfield (PSHE coordinator). At every review, the policy will be approved by the Advisory Committee.

Appendix 1: By the end of primary school pupils should have experienced teaching of the following areas; considering needs and appropriate level of engagement.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • That stable, caring relationships, of diverse family backgrounds, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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 situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.