



METROPOLITAN BOROUGH OF CALDERDALE
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MANAGEMENT AND GOVERNANCE DOCUMENTATION
RELATIONSHIPS & HEALTH EDUCATION – including Sex and Relationships
(SRE)

OCTOBER 2021

	Date	Chair of Governors	Headteacher
Adopted	September 2017		
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WOODHOUSE PRIMARY SCHOOL

MANAGEMENT AND GOVERNANCE DOCUMENTATION RELATIONSHIPS & HEALTH EDUCATION POLICY October 2021

1. Introduction

This policy is a statement of the aims, principles and strategies for the teaching and learning of Relationships & Health Education within our RESPECT curriculum. It will be evaluated every year or earlier if deemed necessary by representatives of all stake holders.

2. Rationale

The purpose of Relationships & Health Education (RHE) is essential in preparing young people for the opportunities, responsibilities and experiences of adult life by supporting their spiritual, moral, cultural, physical, emotional well-being and development, and helping them to understand themselves, respect others and form and sustain healthy, positive relationships.

This policy takes account the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

Relationships & Health Education addresses the personal and social aspects of pupils' development and is part of the provision of a balanced and broadly based curriculum as stated in the Education Act 2002. Schools also maintain a statutory obligation under the Children Act (2004) to promote pupils' wellbeing and need to consider the obligations in the Equality Act 2010.

3. Definitions

- **RESPECT:** Relationships Education and **S**ocial, **P**ersonal, **E**motional, **C**itizenship and **T**rust.
- **Health Education:** Physical health and mental wellbeing.
- **Relationships Education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex Education:** There is no agreed definition in the new RSHE guidance. In this policy, the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).

4. Aims of Relationships & Health Education

The aim of Relationships & Health Education is more than just Biology and the fundamentals of reproduction. Whilst pupils require the knowledge and skills appropriate to their levels of maturity and developmental needs, they also require reassurance about their body image, behaviour, feelings and relationships. Effective Relationships Education can help pupils develop positive self-image and high self-esteem, responsibility and the ability to make informed decisions about their health and well-being. This, we believe, can best be achieved by creating a climate that

encourages pupils to express their views and feelings and to respect the views of others with clearly established boundaries for both courtesy and confidentiality.

The RESPECT curriculum is important at Woodhouse Primary School because it:

- Prepares pupils for the opportunities, responsibilities and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy and respectful relationships.
- Helps to safeguard pupils so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence and empathy.

The aims of the school are also supported through the teaching and learning of the RESPECT curriculum:-

United: To celebrate our social and cultural diversity so that everyone feels valued and respected

Creative: To offer a curriculum which is relevant and creative; promoting high quality learning which challenges and develops all our pupils' talents and gifts enabling them to reach their full potential

Bold: To provide learning experiences, both inside and outside the classroom, which promote and develop pupils' independence and resilience

Safe: To provide a caring, secure and nurturing environment where all can learn, work or play with confidence

Healthy: To provide opportunities for pupils to develop healthy lifestyles and thereby promote physical, spiritual and emotional well – being.

Caring: To respect and value ourselves and others in the community by displaying positive attitudes, pride in our school, appreciation of each other and challenging negative influences and behaviour

5. Roles and responsibilities

The Governing Body will ensure the school meets its statutory requirements in relation to relationships and sex education and hold the Headteacher to account for the implementation of the policy.

The Headteacher is responsible for ensuring that RHE is taught consistently across school and managing requests to withdraw pupils from non-statutory objectives within sex education.

The subject leader for the RESPECT curriculum is responsible for ensuring teachers are provided with resources to support the delivery of the RESPECT curriculum, monitor and evaluate the effectiveness of the curriculum and support teaching staff if required.

Staff are responsible for delivering the RESPECT curriculum in a sensitive way, modelling positive attitudes and responding to the needs of all pupils. Teaching staff are responsible for monitoring and reporting on progress in the RESPECT curriculum. Staff do not have the right to opt out of teaching the RESPECT curriculum and should discuss any concerns they may have with the Headteacher.

Parents/carers will be:

Parents have been consulted about the content of the RESPECT curriculum and will be informed of the content of Sex Education lessons in advance. Parents will be given clear guidance on how to request the withdrawal of their child from Sex Education.

6. Guidelines for Teaching and Learning

- The RESPECT curriculum has been organised in line with the statutory requirements outlined in **Relationships Education, Relationships and Sex education (RSE) and Health Education statutory guidance (DfE 2019)**
- **DfE update DfE communication to schools on RSHE implementation** (update, June 2020)

6.1 Planning

Following consultation with parents, a bespoke curriculum for Relationships & Health Education (RESPECT) has been developed which is available to view on the school website.

Woodhouse Primary School has adopted the **PSHE Association: programme of study 2020**. This programme of study is a suggested DfE resource (**Annex B Suggested Resources DfE, 2019**) and Woodhouse Primary School has developed medium terms plans based on the PSHE Association thematic programme and the needs of pupils.

Sex Education

- Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- The DfE *recommends* that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born' (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.
- At Woodhouse Primary School, we have a programme of Sex Education which will teach Year 6 pupils the following objectives:

- what sexual intercourse is and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

6.2 Delivery

The following topics will be delivered during RESPECT and Science sessions, as well as Circle Time, through discussion, questioning and debate. Teachers should ensure that pupils have the opportunity to express themselves and ask questions within a trusted and safe environment.

Relationships Education	Health Education
<ul style="list-style-type: none"> • Families and people who care for me • Caring relationships • Respectful relationships • Online relationships • Being safe 	<ul style="list-style-type: none"> • Internet safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid • Changing adolescent body (including puberty and menstruation)

At Year 6, Sex Education will be taught as part of the school's RESPECT curriculum using the BBC Sex Education Video 'Growing Up' as its basis. Other materials are used as appropriate. They will be taught by their class teachers and members of the Senior Leadership Team who know the pupils well.

7. Consultation with parents and the wider community

The Head and Deputy have formulated this policy in consultation with parents, staff and the Governor's Standards committee. Parents of Year 6 pupils will be invited to view and discuss the video before the sex education sessions take place. Parents have the right to withdraw their child from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction necessary under National Curriculum Science. If children are withdrawn from Sex Education, they will work in another classroom.

The role of parents/carers in the development of children's understanding about relationships is vital. Our aim is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of the RESPECT curriculum.

8. The right to withdraw from Sex Education

- Science, Relationships and Health Education are statutory at primary school from September 2020.
- Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of the RESPECT curriculum programme (DfE, para 45/page 17)
- Parents are not able to withdraw their child from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the National Curriculum Science programme.
- The RESPECT subject lead will keep a record of those children who have been withdraw from Sex Education and will ensure the pupil receives appropriate, purposeful education during the period of withdrawal.

9. Inclusion of all pupils and equality of opportunities

Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in Relationships and Health Education and Sex Education. RHE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. The school is committed to an effective approach to inclusion. The three principles for inclusion are:-

- ✓ Setting suitable learning challenges
- ✓ Responding to pupils' diverse learning needs
- ✓ Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

It is important to develop a shared understanding that a commitment to inclusion must take account of the needs of all children who are vulnerable to marginalisation within, or exclusion from, the school community. It is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief. Teaching of RESPECT should promote equality in relationships, recognise and challenge gender inequality and reflect girls' and boys' different experiences and needs.

Pupils should not be withdrawn from the RESPECT curriculum to participate in intervention sessions.

10. Monitoring the quality of provision for the RESPECT curriculum

- The subject lead for RESPECT is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The RESPECT link governor will meet with the subject lead to discuss the effectiveness of RESPECT curriculum.
- The subject lead will report to the Headteacher and Governing Body on the quality of provision and effectiveness and highlight any concerns.

11. Other documentation which supports this policy

- SEN policy
- Curriculum Policy
- Teaching and Learning Policy
- e-safety Policy

12. Review

This policy will be reviewed annually or in light of a national policy change.