



## RELATIONSHIPS AND HEALTH EDUCATION POLICY – MARCH 2024

### **Statement of Intent**

At The Premier Academy, we understand that children must be provided with an education that prepares them for the opportunities, responsibilities and experiences of teenage and adult life. A key part of this relates to relationships and health education.

The Academy's Relationships and Health Education (RHE) curriculum focuses on giving children the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made. Through the Academy's RHE programme, learning about the physical aspects of relationships is complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

The RHE curriculum is taught as part of the Academy's Personal Social Health Economic Education (PSHEE), which focuses on equipping children with the knowledge they need to make well-informed decisions about their own health and wellbeing.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents/carers, young people, schools and experts. Parents/carers are given the opportunity to discuss this Policy at any time and staff will be provided with accurate training and further resources to deliver lessons to children.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our children. This Policy sets out the framework for our RHE curriculum, providing clarity on how it is informed, organised and delivered.

At The Premier Academy we deliver a Sex Education curriculum to the children in Years 5 and 6 – parents/carers can find out more information about this aspect of RHE in our Sex Education Policy. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born.

### **Legal Framework**

This Policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'.
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2023) 'Keeping Children Safe in Education 2023'.

This Policy operates in conjunction with the following Academy policies/documents:

- Child Protection Policy
- Child-on-Child Abuse Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Online Safety Policy
- PSHEE Policy
- SEMH Policy
- Sex Education Policy
- School Improvement Plan (SIP).

### **Roles and Responsibilities**

The Governing Body is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the Academy and monitors any aspects of RHE included within the SIP.
- Providing clear information for parents on subject content.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the Academy can fulfil its legal obligations.

The PSHEE Lead is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the Academy meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the National Curriculum for Science and PSHEE.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the CEO and FGB, on request.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support individual needs.
- Advising staff on the use of support staff in order to meet individual needs.
- Ensuring that the needs of vulnerable children are taken into consideration in designing and teaching these subjects.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Academy's Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of children with SEND.

- Working with the PSHEE Lead to evaluate the quality of provision.

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where children can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

### **Informing and Involving Parents**

The Academy understands the important role parents / carers play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

Parents/carers are able to arrange an appointment with the PSHEE Lead to discuss the delivery of the PSHEE curriculum as a whole or aspects of the RHE programme. The Academy holds parent workshops to share the curriculum and to discuss any questions parents / carers may have prior to delivery.

Parents are provided with the following information:

- The content of the Relationships and Health Education programme;
- The delivery of the Relationships and Health Education curriculum, including what is taught in each year group;
- The resources that will be used to support the curriculum.

### **Offering Advice**

The Governing Body and staff believe that the Academy's function is to provide a general education about relationships and health matters and not to offer individual advice or counselling on aspects such as sexual behaviour – however, sources of professional information and advice will be identified when appropriate.

### **Curriculum Organisation**

Every primary school is required to deliver statutory relationship and health education.

For the purpose of this Policy, "relationships education" is defined as teaching children about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this Policy, "health education" is defined as teaching children about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

The RHE curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The RHE programme considers the views of teachers, children and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The RHE programme is informed by issues in the Academy and wider community to ensure it is tailored to the needs of our children.

We consult with parents, children and staff in the following ways:

- Discussions and meetings;
- Training sessions;
- Newsletters and letters.

Any parent / carer wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the PSHEE Lead and / or Curriculum Manager.
- Emailing [admin@tpamk.co.uk](mailto:admin@tpamk.co.uk)
- Submitting written feedback to the Academy office.

The Academy has organised a curriculum that is age-appropriate for children within each year group.

### **Delivery of the Curriculum**

Through effective organisation and delivery of PSHEE, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to children clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for children to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The Academy will ensure that all teaching and materials are appropriate for the ages of the children, their religious and cultural backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for children and be differentiated for individual needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that children understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Children will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all children to feel that the content is relevant to them and their development.

Children will be taught about LGBTQ+, age appropriately, through the relationships aspect of the curriculum, with a focus on safe and healthy relationships, what they look like and learning about different kinds of families in order to create inclusive environments so everyone feels they belong. We will always consider the development and maturity of children before teaching this topic and we will ensure that this content is fully integrated into the PSHEE curriculum, rather than delivered as a standalone unit or lesson.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of children where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the subject leader before use to ensure they are appropriate for the age and maturity of children, and sensitive

to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that views are listened to and will encourage children to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the child's age.

In teaching the curriculum, teachers will be aware that children may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure children are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where children begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a child, they will follow the appropriate response as laid out in the Child Protection Policy.

The programme will be designed to incorporate all children, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise children based on their home circumstances.

## **Relationships Education Overview**

### Families and People Who Care For Me

#### **By the end of primary school, children will know:**

- That families are important for them 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 and that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types (including LGBT and same-sex marriages), 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

### **By the end of primary school, children will know:**

- 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 difficulties, 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, how to manage these situations and how to seek help or advice from others, if needed.

## Respectful Relationships

### **By the end of primary school, children will know:**

- The importance of respecting others, even when they are very different from them (e.g. physically, personality, background, preferences or beliefs etc.).
- 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## Online Relationships

### **By the end of primary school, children will know:**

- 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

### **By the end of primary school, children will know:**

- 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 unsafe.
- 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.

## **Physical Health and Mental Wellbeing Education Overview**

### Mental Wellbeing

#### **By the end of primary school children will know:**

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in the Academy they should speak to if they are worried about themselves or others.
- That it is common to experience ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### Internet Safety and Harm

#### **By the end of primary school, children will know:**

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices and the risks of excessive use of electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

## Physical Health and Fitness

### **By the end of primary school, children will know:**

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in the Academy if they are worried about their health.

## Healthy Eating

### **By the end of primary school, children will know:**

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

## Drugs, Alcohol and Tobacco

### **By the end of primary school, children will know:**

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## Health and Prevention

### **By the end of primary school, children will know:**

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

## Basic First Aid

### **By the end of primary school, children will know:**

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## Changing Adolescent Body

### **By the end of primary school, children will know:**

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

For clarity, teaching about the changes experienced during puberty is part of the National Curriculum for Science and statutory teaching in Health Education and all children **must** therefore be able to access this learning; this learning can then be built upon in the sex education curriculum should a school choose to delivery this as part of the PSHEE curriculum.



The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programme of Study for Science at Key Stage 2, stipulating that it is a statutory requirement that:

*“Pupils should be taught to describe the changes as humans develop to old age.”*

This **must** include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the guidance for the Programme of Study for Science, which states:

*“Pupils should draw a timeline to indicate the stages in the growth and development of humans. They should learn about the changes experienced in puberty.”*

Schools have the flexibility to choose when to teach about puberty as the National Curriculum clearly states that subjects can be taught earlier than the recommended school years set out in the framework. A high-quality science curriculum including learning about puberty will ensure that children get the learning they need and children should be exposed to teaching about puberty before onset so it is likely to be taught from Year 4. Parental right to withdraw children from this part of the curriculum does not fall within this remit.

Pshe-association.org.uk. (2020). *PSHE Association briefing on teaching about puberty 2014* | PSHE Association. [online] Available at: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-association-briefing-teaching-about-puberty>

### **External Educators**

At the Academy, we believe that most of the RHE curriculum is best discussed openly with adults who are known to and trusted by the children. However, visitors such as nurses, or health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of teachers.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the Academy's policies and planning. After gaining approval from the Head of Education or Curriculum Manager for the visit, the organiser makes the visitor aware of the ethos of the Academy and the manner of delivery of the PSHEE and RHE curriculum; outside agencies must follow Academy policies and procedures.

The Academy will agree with the external visitor the procedures for confidentiality, ensuring that the visitor understands how safeguarding reports should be dealt with in line with the Academy's Child Protection and Safeguarding Policy. The class teacher and / or support assistant will always be present for the delivery of any sessions by any external educator.

### **Withdrawal**

Relationships and Health Education are statutory at primary level and parents **do not** have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents/carers have the right to request to withdraw their child from all or part of the sex education curriculum.

### **Explicit Questions**

It is unlikely to be appropriate to deal with a child's explicit questions by dealing with it in front of the whole class. The teacher may deem it appropriate to discuss the child's concerns with them and / or with the parents. Answers to the 'questions in a box' approach, which the Academy adopts, must only be given after very careful screening of the questions.

## **Confidentiality**

The Academy will aim to provide a safe and supportive school community where children feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the Academy's Child Protection Policy should be followed.

Children will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the children will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the Academy's Disciplinary Policy and Procedure.

## **Monitoring and Review**

The PSHEE Lead is responsible for monitoring the quality of teaching and learning for the subjects.

The PSHEE Lead will conduct subject assessments on a termly basis, which will include:

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny.

This Policy will be reviewed on a biannual basis or in light of any changes to statutory guidance, feedback from parents, staff or children, and issues in the Academy or local area that may need addressing.

The next scheduled review date for this Policy is March 2025.