



Star

NURTURING TODAY'S **YOUNG PEOPLE**,  
INSPIRING TOMORROW'S **LEADERS**

# RELATIONSHIPS AND HEALTH EDUCATION (RHE) POLICY

Primary Setting





## Document control

<b>This document has been approved for operation within:</b>	All Trust Primary Schools		
<b>Status</b>	Statutory		
<b>Owner</b>	Star Academies		
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## Introduction

1. This policy has due regard to relevant legislation and statutory guidance including, but not limited to, 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), National curriculum Science programmes of study: key stages 1 and 2 (2013).
2. The Trust has responsibility to ensure delivery of a high-quality, age-appropriate and evidence-based relationships and health curriculum for all its pupils. This policy sets out the framework for the relationships and health curriculum, providing clarity on how it is informed, organised and delivered.
3. Pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. This includes relationships and health education, which must be delivered to every primary-aged pupil.
4. Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.
5. Relationship and Health Education (RHE) contributes to the foundation of PSHE and Citizenship and is a crucial way of promoting equality between individuals and groups. It fosters self-worth while teaching children to recognise, accept and respect differences.
6. The RHE curriculum considers the views of teachers, pupils and parents. The Trust is dedicated to ensuring that its curriculum meets the needs of the diverse communities served by its schools.

## Aims

7. To develop pupils' understanding and appreciation of family life in its widest context, alongside recognition and respect for the different social, cultural, and religious backgrounds of all pupils and the communities to which they belong.
8. To develop in pupils the skills for successful relationships (including empathy).
9. To improve confidence and self-esteem among pupils.
10. To support pupils as they grow towards adolescence.
11. To provide factual information concerning relationships and health in an age-appropriate way.
12. To develop pupils' ability to make informed choices and minimise personal risk.
13. To develop pupils' ability to keep themselves and other people safe.
14. To provide pupils with the opportunity to explore their own attitudes, values and beliefs and develop a moral code that will guide their actions.
15. To help pupils develop a discerning eye for the messages they receive from the media, including social media.
16. To develop pupils' ability to access help and support.
17. To promote pupils' positive attitudes towards their own bodies.
18. To ensure pupils are aware of faith perspectives, particularly in schools with a faith designation.
19. To support the mission, vision and values of the Trust and its establishments.



## Who is responsible for this policy?

20. The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to Star Central, the Local Governing Body and the Principal of each Trust primary school.
21. The Local Governing Body and Senior Leadership Team at each Trust primary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

## Content

22. RHE is taught in the context of marriage and family life or strong and mutually supportive relationships. It is taught through PSHE/SMSC and through the science curriculum in a safe, comfortable and appropriate environment. Links are also made, as appropriate, to other curriculum areas and related topics/subjects.
23. The RHE programme is continually reviewed to meet the needs of each year group. It provides:
  - Opportunities for pupils to develop skills to help them form and maintain friendships
  - Information to enable the recognition of bullying in its various forms and strategies to minimise its occurrence
  - Activities to develop pupils' personal skills including communication, negotiation, decision making, problem solving and assertiveness
  - Opportunities for pupils to develop confidence and self-esteem
  - Information about the physical, social, and emotional aspects of puberty before its onset
  - Opportunities to address concerns or misunderstandings
  - Opportunities for pupils to develop a respect for their own bodies and to accept variations in growth and development (social, emotional, and physical)
  - Explanations about the basic human biology of reproduction and how a baby is born
  - Appropriate and correct vocabulary for all parts of the body
  - Opportunities for pupils to develop the skills and understanding to form positive, non-exploitative relationships which also promote mutual respect and sensitivity

## Religion, belief, and schools with a faith designation

24. Schools will have a good understanding of pupils' faith backgrounds. Positive relationships between the school and local faith communities support a constructive context for the teaching of relationships and health education.
25. In all schools, topics and themes will be taught in a manner and at an age that is sensitive to the faith background of all pupils. All schools, regardless of whether they have a faith designation, will comply with the relevant provisions of the Equality Act 2010, which identifies religion or belief amongst the protected characteristics.
26. All schools may teach about faith perspectives. In particular, Trust schools with a faith designation will teach the distinctive faith perspective on relationships, alongside the teaching of each topic or theme. The faith perspective will be taught by a teacher who has a strong understanding of the faith perspective as well as understanding the requirements of the Equality Act 2010.



27. In all schools, teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

## **Sex education**

28. All pupils must be taught the aspects of sex education outlined in the primary science curriculum: this includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
29. Sex education is defined by the science curriculum and the teaching of sex education does not extend beyond this in Star primary schools.
30. Where pupils indicate they may be vulnerable or at risk of harm, they will receive the necessary support from school and if necessary external agencies, with agreement from their parents where appropriate.

## **Relationships education**

31. Within the statutory curriculum content, the guidance on what pupils will be taught during their time at primary school is set out in the sections below.
32. The school will always consider the age and development of pupils with regard to the order of curriculum units. A long-term plan, outlining when each topic is taught, is available from the school upon request.
33. The school plans a progressively sequenced curriculum so that topics build upon content that has been taught in previous years.
34. The units listed below will be taught at an age that is appropriate for the pupil. In schools with a faith designation, all topics will be taught alongside the faith perspective.

## **Families and people who care for me**

35. Pupils will learn that there are different types of family and that all families have special roles in children's lives. They will learn about the roles and responsibilities of being a parent or carer and will learn that families are important for children growing up because they can give love, security and stability. They will learn that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

## **Caring friendships**

36. Pupils will learn to understand what friendship is. Pupils will be taught some skills needed to make and maintain friendships. Pupils will identify ways to show care towards each other, understanding that we all have different needs and require different types of care. They will learn that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.



## Respectful relationships

37. Pupils will be taught the importance of valuing oneself. They will learn to recognise similarities and differences between themselves and their peers. They will learn to recognise positive and healthy relationships, as well as knowing when people are being unkind or hurtful and how to challenge teasing and bullying. Pupils will learn about permission-seeking and giving within relationships with friends, peers and adults. They will learn the conventions of courtesy and manners and understand that they can expect to be treated with respect by others, and in turn they should show due respect.

## Online relationships

38. Pupils will learn to understand the differences between offline and online relationships, including the importance of respect for everyone, even when they are anonymous, and the possible risks associated with people they have never met. Pupils will learn how to recognise harmful online content and contact, and how to report this. They will be taught how information and data is shared and used online.

## Being safe

39. Pupils will learn to identify potential dangers in different environments. They will learn that each person's body belongs to them and should be treated with respect. They will learn about privacy and its implications, including recognition that it is not always right to keep secrets if they relate to being safe. They will recognise that pressure to behave in an unacceptable or risky way can come from a variety of sources, including media and people they know. Pupils will be taught basic techniques to be able to resist pressure and know who they can go to if they are worried or afraid.

## Health education

40. Within the statutory curriculum content, the guidance for what pupils are taught during their time at primary school is set out in the sections below.
41. The school will always consider the age and development of pupils with regard to the sequencing of the units listed below. A long-term plan, outlining when each topic is taught, is available from the school upon request.
42. The school plans a progressive curriculum, so that topics are built upon content that has been taught in previous years.
43. The units listed below will be taught at an age that is appropriate for the pupil. In schools with a faith designation, all topics will be taught alongside the faith perspective.

## Mental wellbeing

44. Pupils will learn to understand the importance of good physical health and good mental wellbeing. They will learn about the different human emotions and how to talk about them. Pupils will learn that mental wellbeing is an important aspect of daily life and that self-care is important. They will learn about the negative impacts of bullying on mental health. They will also learn where and how to seek support if they are worried about themselves or others.

## Internet safety and harms

45. Pupils will learn about the benefits and risks of the internet. They will learn about the importance of restricting time spent online and of age restrictions in the context of social media, computer games and online gaming. They will also learn about how the internet can affect self-esteem and



where and how to report concerns to get support with issues that they encounter online. They will learn, in an age-appropriate way, about the dangers of making information public online.

### Physical health, fitness, and healthy eating

46. Pupils will learn to understand the benefit and importance of daily exercise and good nutrition. They will also learn about the risks associated with an inactive lifestyle and poor diet. Pupils will be taught how and when to seek support if they are worried about their health.

### Drugs, alcohol, and tobacco

47. Pupils will learn the facts about legal and illegal harmful substances and associated risks.

### Health and prevention of illness

48. Pupils will learn about the health benefits of getting the right amount of sleep and rest. Pupils will also learn about the importance of taking care of their skin and teeth, about germs, diseases and good hygiene routines. They will learn scientific facts relating to allergies, immunisation and vaccination. They will learn how to recognise early signs of physical illness. They will be taught about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.

### Basic first aid

49. Pupils will learn the concepts of basic first aid, including how to deal with common injuries. They will learn how to make a call to emergency services if necessary.

### Changing adolescent body

50. Pupils in upper key stage 2 will learn key facts about the physical and emotional changes associated with adolescence. They will learn about the menstrual cycle and menstrual wellbeing.

## Delivery

51. Delivery of the RHE curriculum is through:
- Planned sessions within PSHE and science
  - A combination of regular weekly timetabled lessons, plus additional opportunities across the curriculum and enrichment activities, complemented by 'drop down' days and special guest speakers where appropriate
  - Moral and ethical discussions around issues such as bullying, separation, bereavement, discrimination and racism
  - A variety of teaching and learning styles which may involve the use of, for example: DVDs, drama and scenarios, individual/paired/group work or discussion techniques such as mind mapping or quizzes
  - Distancing and de-personalising techniques such as 'ask-it baskets' where questions can be asked anonymously
  - Varied pupil groupings (single gender lessons may be used on some occasions from Year 5 onwards; however, both boys and girls will be informed about the changes and differences between male and female such as menstruation)
  - Pupils will be taught about families that include same sex couples as part of the relationships curriculum in Year 6. However, the development and maturity of pupils will always be considered before teaching this topic. In schools with a faith designation this topic will be taught alongside the faith perspective





52. RHE is delivered confidently by staff who generate an atmosphere where questions can be asked and answered openly without embarrassment.
53. Relevant visitors (specialist professionals) may from time to time be invited to deliver sessions which enrich the RHE programme. Any such sessions are planned with close attention to the stipulations of this policy.
54. Clear ground rules will be established for pupils and teachers/visitors which create a safe learning environment for everyone involved in the session.
55. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
56. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make. This is in line with the Trust's promotion of fundamental British values.
57. The monitoring of teaching and learning in RHE is rigorous. Subject reviews, self-evaluation and improvement planning are well informed by best practice. Assessment of RHE is conducted through the monitoring and observation of pupils' learning with reference to:
  - Knowledge and skills developed
  - Attitudes and values explored
  - Responses offered by pupils

## **Staff development and training**

58. The school recognises that, in order to properly implement and maintain this policy, there is a requirement to ensure that key staff have the opportunity to access appropriate and relevant training and development opportunities when required.

## **Disclosures**

59. In some cases, a question/comment may indicate a pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the Trust Safeguarding (Child Protection) Policy based on the 'Keeping children safe in education: for schools and colleges' statutory guidance.

## **Confidentiality**

60. If a pupil poses a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but the pupil will be reassured that any steps taken will always be in their best interest.

## **Sensitive issues**

61. Staff involved with RHE at the school understand that the subject can be challenging. They will provide pupils with suitable, accurate information matched to their age and to their stage of physical and emotional development.



62. Staff accept that some questions may require further consideration and as such do not have to be answered directly or immediately. The teacher/specialist/adult will always make a considered decision. They may return to questions later with the whole class, individually, or decide to refer the question to parents.
63. All staff will use their professional skills and discretion when sensitive matters arise, and always keep in mind the age and maturity of the pupil.

## **Parental involvement**

64. The Trust and the school believe that parents/carers have a fundamental role in educating their children about relationships and health education. The Trust aims to build a positive and supportive relationship with parents through mutual trust and co-operation.
65. Parents/carers from across Trust schools were consulted on the content of this policy.
66. The Trust consults with stakeholders about the review of this policy, making modifications where necessary, and takes seriously any issues parents may raise about this policy.
67. Parents/carers are informed about this policy and practice to reinforce the school's promotion of strong and mutually supportive relationships.
68. Relationships and health education, as well as sex education taught as part of the science curriculum, are all statutory at primary level and parents do not have the right to withdraw their child from these subjects.