



Name of Policy	RHE
Signed ratification by Governors	
Review Date	March 2024
Next Review Date	

St James' Relationships and Health Education Policy

Our School Vision

St James' is a caring, nurturing inclusive Christian family. With the examples and teaching of Jesus Christ, we aim to provide a safe and happy environment in which all our children, each unique and of equal value to God, can grow and achieve their very best potential. We encourage all our children to thrive, make the very best of their individual talents and '*Let your light shine*'.

What is Relationships and Health Education?

Relationship and Health Education is a mandatory subject taught in St James. It is fundamental to the emotional and social development of children and to their physical wellbeing. RHE is an essential and necessary part of the curriculum, which teaches children how to make responsible and well-informed decision about their relationships and their lives, enabling pupils to participate successfully and thrive in the wider community.

At St James, we aim to provide children with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. Children will learn how to look after themselves physically and mentally. We will help to develop the attributes the children need to thrive as healthy and fulfilled individuals, as part of a family, and as a confident, active member of the wider community. This is through helping pupils to develop feelings of self-respect, confidence and empathy. We will enable our children to form healthy and positive relationships and teach them the importance of showing respect to others. We want our children to 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.

Legislation (statutory regulations and guidance)

Current regulations and guidance from the Department of Education state that as of September 2020 all Primary Schools will be required to deliver Relationships and Health Education as outlined in the new statutory curriculum.

However, we are not required to provide non-statutory sex education and will not be doing so. We do need to teach the elements of sex education contained in the Science curriculum. (See section: Parent's right to withdraw).

Documents that inform the School's RHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping children safe in education – Statutory safeguarding guidance (2023)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021)

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 physical development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Teach pupils the correct vocabulary to describe themselves and their bodies; (see appendix 1)
- Enable our children to form healthy and positive relationships and the importance of showing respect to others;
- Be active citizens within the local community;
- Become healthy and fulfilled individuals;
- Equip children with the ability to distinguish between fact and opinion.

Curriculum Content

As a school, we use quality first teaching to ensure that learning is purposeful, active and exciting. Teachers follow a framework in which sensitive discussions can take place in a safe and secure environment so that pupils can explore their own and others' attitudes, values and skills. Lessons involve a high level of interaction where each pupil has planned opportunities for learning, which will give them scope to work to their full potential. Children are taught how to manage and regulate their emotions to ensure they are ready to learn and perform to their best ability. We promote children's wellbeing and mental health through physical health in PE, celebrating Mental Health week, e-safety workshops, anti-bullying week and many more activities.

The overarching topics within our bespoke St James' RHE curriculum are:

- ☐ Relationships: teaching children how to communicate and build healthy relationships;
- ☐ Living in the Wider World: make informed choices and decisions and to appreciate the consequences of their choices made;
- ☐ Health and Wellbeing: teaching children how to look after both their physical and mental health, including online.

Safe and effective practice

In line with our Teaching, Learning and Curriculum Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. All pupils will work within a safe, secure environment to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules prior to teaching RHE.

In KS1 and KS2, RHE lessons are part of the termly time-table. Learning opportunities in other subjects through our theme led curriculum are being developed and specific events and activities are to be planned into the school year to enrich learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

The subject lead and senior leadership team will support all staff teaching RHE. Staff will be trained on how to deliver sensitive areas of the curriculum, and on how to deal with difficult or awkward questions.

RHE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages
- Age and understanding appropriateness.

Difficult/awkward/embarrassing questions will be dealt with by:

- Allowing individual staff to use their professional judgement as to answering questions in front of the whole class or individually, taking into account our Safeguarding Policy.
- Encouraging learners to ask their parents/carers any question outside the planned programme.
- Setting out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Having designated adults that learners know of to go to if they wish to talk.

Language considered acceptable and appropriate for use in RHE will:

- Use the correct terms for all body parts (see appendix 1)
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive.

Roles and responsibilities

The governing board:

Will approve the RHE policy, and hold the head teacher to account for its implementation. Link governor will consult RHE lead and discuss how subject is developing.

The head teacher and senior leadership team:

Responsible for ensuring that RHE is taught consistently across the school

The subject lead:

Will support staff in the delivery of the RHE curriculum, as well as monitoring and evaluating the teaching of RHE. The subject lead will report on the teaching of RHE to the head teacher and governors.

Class teachers:

Responsible for: delivering RHE in a sensitive way, modelling positive attitudes to RHE, monitoring progress, and responding to the needs of individual pupils.

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 subject lead or a member of the senior leadership team.

Pupils:

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from any part of the National Curriculum. This includes the parts of the Science Curriculum covering body changes and relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RHE. We will not be teaching any additional non-statutory sex education at St James'.

Monitoring, reporting and evaluation

The delivery of RHE is monitored by RHE subject lead through: planning meetings, lesson observations, book looks, discussion with pupils and learning walks.

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

This policy will be reviewed by the subject lead and senior leadership team. At every review, the policy will be approved by the governing body.

Safeguarding

Teachers are aware that effective RHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, in line with the Safeguarding Policy, teachers will consult with the designated safeguarding lead and in their absence one of the safeguarding team.

Visitors/external agencies, which support the delivery of RHE, will be required to submit all resources to staff prior to delivering to pupils. The protocol for inviting visitors into lessons is that a discussion is had with the class teacher prior to arrival.

Links with other policies

We recognise the clear link between RHE and the following policies and staff are aware of the need to refer to these policies when appropriate

- Behaviour Policy;
- Fundamental British Values;
- SEND Policy;
- Assessment Guidance;
- Religious Education Policy;
- St James' Teaching, Learning and Curriculum;
- St James' Equality and Inclusion Policy;
- Safeguarding Policy.

Appendix 1

Here is a list of the specific vocabulary which will be taught in years 2,5 and 6 where the National Curriculum Science objectives on growing and changing are be taught.

<u>Year 2</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none">• Sex – gender• Gender roles• Stereotypes• Boy• Girl• Male• Female• Body parts• Penis• Vagina• Nipples	<ul style="list-style-type: none">• Puberty• Physical changes• Emotional changes• Moods• Menstruation• Periods• Tampons• Sanitary towels• Wet dreams• Semen• Erection• Sweat• Breasts	<ul style="list-style-type: none">• Womb• Sperm• Egg• Conception• Fertilisation• Pregnancy• Sexual Intercourse• Fostering• Adoption• Female Genital Mutilation

	<ul style="list-style-type: none"> • Spots • Pubic hair • Underarm hair • Sexual feelings • Circumcision • Foreskin 	
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