



**Relationships and Health Education (RHE) / PSHE Policy  
St Giles CE Primary School  
Updated in line with Statutory Guidance 2025 (Up until 31.8.2026)**

**Rationale and ethos:**

This policy covers our school's approach to relationships and sex education, fully meeting the DFE's Statutory Guidance for 2025, and has been reviewed and updated in line with our Christian values and beliefs, and (UNCRC) in full consultation with staff, governors and parents. We view the partnership of home and school as vital in supporting and extending children's understanding of relationships and health education and have ensured all parents are fully aware of our teaching and learning aims through consultation and access to the policy and associated resources.

As an inclusive Christian school, the School values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving and nurturing environment where all have the confidence to make outstanding progress and so expand and fulfil their hopes and aspirations. Our inspiring, enriched curriculum promotes a thirst for knowledge and develops wisdom.

We want our curriculum to:

- Promote the spiritual, moral, cultural, mental and physical development of the pupils.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Know that RHE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities. It takes place in many contexts: at home, at school and in the community.

We ensure RHE is fully inclusive and fully meets the needs of all our pupils including:

- Those with special educational needs and disabilities (SEND) by ensuring planned learning closely matches the needs of individual children.
- Fostering gender equality and LGBT+ and equality by celebrating diversity within the school community and beyond, recognising every person should be respected and valued for who they are, addressing all forms of discrimination that may arise through questioning or discussion.

### **What is Relationships Education?**

Relationships Education teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

It begins with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Children will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries; showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Relationships Education should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

When teaching relationships content, online safety and appropriate behaviour online, should be addressed in a way that is relevant to pupils' lives. Content should be taught on how information and data is shared and used in all contexts, including online; for example, sharing pictures.

### **What is Health Education?**

Physical Health and Wellbeing Education focuses on teaching the characteristics of good physical health and mental wellbeing. Children should understand that mental wellbeing is a normal part of daily life, in the same way as physical health.

Children will be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Health Education teaches children about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, children should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The Convention sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of whom they are, or

where they are from. The UN General Assembly adopted the Convention in 1989 and it was ratified by the UK in 1991. It is the most widely adopted international human rights treaty.

*The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2).*

## The intended outcomes of our programme are:

### Intent

Our intention is that when children leave St Giles', they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

### Overarching concepts developed through the Programme of Study

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the [Equality Act 2010](#))
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

### Essential Skills and Attributes developed through the Programme of Study

| Personal effectiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Interpersonal and social effectiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ol style="list-style-type: none"> <li>1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</li> <li>2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)</li> <li>3. Resilience (including self-motivation, perseverance and adaptability)</li> <li>4. Self-regulation (including promotion of a positive, growth mindset<sup>1</sup> and managing strong emotions and impulses)</li> <li>5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</li> <li>6. Self-organisation (including time management)</li> <li>7. Strategies for identifying and accessing appropriate help and support</li> <li>8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</li> <li>9. Recalling and applying knowledge creatively and in new situations</li> <li>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</li> </ol> | <ol style="list-style-type: none"> <li>1. Empathy and compassion (including impact on decision-making and behaviour)</li> <li>2. Respect for others' right to their own beliefs, values and opinions</li> <li>3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')</li> <li>4. Skills for employability, including <ul style="list-style-type: none"> <li>• Active listening and communication (including assertiveness skills)</li> <li>• Team working</li> <li>• Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</li> <li>• Leadership skills</li> <li>• Presentation skills</li> </ul> </li> <li>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</li> <li>6. Recognising, evaluating and utilising strategies for managing influence</li> <li>7. Valuing and respecting diversity</li> <li>8. Using these skills and attributes to build and maintain healthy relationships of all kinds</li> </ol> |

### Managing risk and decision-making (integral to all of the above)

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identifying links between values and beliefs, decisions and actions
6. Making decisions

## Implementation - Curriculum Design

Our RHE is an integral part of our whole school PSHE education provision and will primarily be taught during PSHE lessons. We allocate a lesson a week to PSHE education as well as covering RHE during Worship, Science and other lessons as appropriate.

**The RHE/PSHE curriculum will cover three main themes:**

- Relationships
- Health and Wellbeing
- Living in the Wider World

The programme takes a thematic approach to primary PSHE education, covering all three core themes (Relationships; Health and Wellbeing; and Living in the Wider World) over the school year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year.

At key stage 1, the resource provides lessons on the concepts such as: growing up, healthy lifestyles, medicines and identifying special people.

At key stage 2, lessons look at friendships, healthy relationships and puberty – both the physical and emotional changes that occur at this stage.

## Long Term Overview

|               | Autumn - Relationships                                                       |                                                                                      |                                                                                                   | Spring – Health and Wellbeing                                                                                       |                                                                                                                |                                                                                                          | Summer – Living in the Wider World                                               |                                                                                                 |                                                                                                  |
|---------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|               | Families and friendships                                                     | Safe relationships                                                                   | Respecting ourselves and others                                                                   | Physical Health and Mental wellbeing                                                                                | Growing and changing                                                                                           | Keeping safe                                                                                             | Media literacy and digital resilience                                            | Belonging to a community                                                                        | Money and work                                                                                   |
| <b>Year 1</b> | Roles of different people; families; feeling cared for                       | Recognising privacy; staying safe; seeking permission                                | How behaviour affects others; being polite and respectful                                         | Keeping healthy; food and exercise, hygiene routines; sun safety                                                    | Recognising what makes them unique and special; feelings; managing when things go wrong                        | How rules and age restrictions help us; keeping safe online                                              | Using the internet and digital devices; communicating online                     | What rules are; caring for others' needs; looking after the environment                         | Strengths and interests; jobs in the community                                                   |
| <b>Year 2</b> | Making friends; feeling lonely and getting help                              | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year                                                         | Safety in different environments; risk and safety at home; emergencies                                   | The internet in everyday life; online content and information                    | Belonging to a group; roles and responsibilities; being the same and different in the community | What money is; needs and wants; looking after money                                              |
| <b>Year 3</b> | What makes a family; features of family life                                 | Personal boundaries; safely responding to others; the impact of hurtful behaviour    | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite       | Health choices and habits; what affects feelings; expressing feelings                                               | Personal strengths and achievements; managing and reframing setbacks                                           | Risks and hazards; safety in the local environment and unfamiliar places                                 | How the internet is used; assessing information online                           | The value of rules and laws; rights, freedoms and responsibilities                              | Different jobs and skills; job stereotypes; setting personal goals                               |
| <b>Year 4</b> | Positive friendships, including online                                       | Responding to hurtful behaviour; managing confidentiality; recognising risks online  | Respecting differences and similarities; discussing difference sensitively                        | Maintaining a balanced lifestyle; oral hygiene and dental care                                                      | Personal identity; recognising individuality and different qualities; mental wellbeing                         | Medicines and household products; drugs common to everyday life                                          | How data is shared and used                                                      | What makes a community; shared responsibilities                                                 | Making decisions about money; using and keeping money safe                                       |
| <b>Year 5</b> | Managing friendships and peer influence                                      | Physical contact and feeling safe                                                    | Responding respectfully to a wide range of people; recognising prejudice and discrimination       | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies                              | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Keeping safe in different situations, including responding in emergencies, first aid and FGM             | How information online is targeted; different media types, their role and impact | Protecting the environment; compassion towards others                                           | Identifying job interests and aspirations; what influences career choices; workplace stereotypes |
| <b>Year 6</b> | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations                   | Expressing opinions and respecting other points of view, including discussing topical issues      | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Increasing independence; managing transition                                                                   | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media | Evaluating media sources; sharing things online                                  | Valuing diversity; challenging discrimination and stereotypes                                   | Influences and attitudes to money; money and financial risks                                     |

*Our agreed RHE/PSHE programme is inclusive of all aspects of the new legislation (2020) covering the following topics:*

- *Families and people who care for me*
- *Caring Friendships*
- *Respectful Relationships*
- *Online Relationships*
- *Being Safe*
- *Mental Wellbeing*
- *Internet Safety and Harms*
- *Physical health and fitness*
- *Healthy eating*
- *Drugs, alcohol and tobacco*
- *Health and prevention*
- *Basic First Aid*
- *Changing adolescent body*

***Our RHE/PSHE programme is fully inclusive of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience. All learning in RHE/PSHE will be differentiated to meet the learning needs and understanding of the pupils with carefully selected resources to support the delivery of the planned scheme of work.***

### **Medium Term Overview/Programme of Study**

The Medium Term document will be used as the core minimum entitlement, supplemented by '1Decision' multimedia online resource as well as 'BASE Education' online resource along with other resources, which have been carefully produced to meet the needs of all pupils such as those from the PSHE Association.

The Medium Term Overview follows the Programme of Study set out by the PSHE Association and meets the Statutory Framework. This is evidenced in the document 'Mapping PoS to Statutory Guidance'.

RHE knowledge and understanding will be embedded within other curriculum subjects including Science, History, English, PE and Worship where appropriate.

### **Assessment**

Learning will be assessed through a range of opportunities:

## Baseline assessment activities

The nature of PSHE education is such that we cannot make any assumptions, based on a pupil's age or year group, about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is vital that we carry out a baseline assessment before we teach anything new. As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had *before* any new teaching took place.

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health). Pupils' existing knowledge and understanding is arguably the easiest learning to assess but whilst gauging pupils' existing skills, strategies, attitudes, beliefs and attributes can never be an exact science, there are activities that will allow teachers an insight into their pupils' starting point.

Some examples of activities that lend themselves well to baseline assessment in PSHE education are outlined below.

*The elements of learning for which they are more or less useful will of course depend upon the exact nature of the activity and its context, so these are given for guidance only and are not definitive.*

| Baseline assessment activity:                                   | More useful for assessing:                                                                                       | Less useful for assessing:                                    |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Questioning                                                     | Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic                | Skills, attributes                                            |
| Discussion                                                      | Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic                | Skills, attributes                                            |
| Brainstorming                                                   | Knowledge, understanding, attitudes, beliefs                                                                     | Skills, strategies, attributes                                |
| Role-play, hot-seating, freeze-frame and other drama techniques | Skills, strategies, attributes, attitudes                                                                        | Knowledge, understanding                                      |
| Storyboards/cartoon strip/scenario script writing               | Skills, strategies, attitudes                                                                                    | Knowledge, understanding, attributes                          |
| Responding to a scenario, picture or video clip                 | Knowledge, understanding, attitudes, beliefs, strategies                                                         | Skills, attributes                                            |
| Mind map or spider diagram                                      | Knowledge, understanding, attitudes, beliefs                                                                     | Skills, strategies, attributes                                |
| 'Graffiti wall'/working wall'                                   | Starting point of a group, knowledge, understanding, attitudes, beliefs, pupils' questions relating to the topic | Starting point of individuals, skills, strategies, attributes |
| Quiz                                                            | Knowledge, understanding                                                                                         | Skills, strategies, attributes                                |

|                                                                                                                                                               |                                                                            |                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------|
| Questionnaire                                                                                                                                                 | Knowledge, understanding, attitudes, beliefs                               | Skills, strategies, attributes               |
| Continuum/'washing line'                                                                                                                                      | Attitudes, beliefs, attributes                                             | Knowledge, understanding, skills, strategies |
| Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)                         | Attitudes, beliefs, attributes                                             | Knowledge, understanding, skills, strategies |
| 'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person) | Knowledge, understanding, attitudes, beliefs, complex concepts             | Skills, strategies, attributes               |
| Explain to an alien                                                                                                                                           | Knowledge, understanding, attitudes, beliefs, strategies, complex concepts | Skills, attributes                           |
| Card sort, e.g. 'diamond 9'                                                                                                                                   | Attitudes, beliefs, understanding                                          | Skills, knowledge, attributes                |

## Impact

By the time our children leave our school they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem

## **Roles and Responsibility**

The RHE programme will be led by Mrs Daniela Hatfield (Subject Lead) and it will be taught by class teachers, supported by teaching assistants and outside visitors. A working party will be made up of teachers, parents and governors as part of the Curriculum Committee. Teaching staff will receive RHE training to ensure they have the knowledge and understanding to deliver the curriculum. This will be provided through the PSHE Association and Russell Stanley (Health and Wellbeing in Schools advisor).

## **Legislation**

We are required to teach relationships and health education as part of the PSHE Curriculum in-line with Department for Education statutory guidance (2025). 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)
- Supplementary Guidance SRE for the 21<sup>st</sup> century (2014)
- Keeping children safe in education- Statutory safeguarding guidance (2025)
- Children and Social Work Act – Sections 34 and 35 (2017)

## **Safe and Effective Practice**

Ground Rules: RHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RHE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language;
- The asking and answering of personal questions;
- Strategies for checking or accessing information.

## **Answering Questions:**

We acknowledge that sensitive and potentially difficult issues will arise in Relationships and Health Education (RHE)/PSHE education as children will naturally share information and ask questions. During both formal and informal PSHE/RHE sessions, pupils are encouraged to ask questions. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RHE.

As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question and only if the teacher delivering the session deems it appropriate to answer.

If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they may seek guidance from the relevant subject lead (PSHE/Science etc.) The school believes that individual teachers must use their professional skill and judgement in this area and refer to the Child Protection Lead if they are concerned with any questions being asked. Where a question

or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We would also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

When answering questions, teachers will:

- *use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class;*
- *clarify that personal questions should not be asked;*
- *clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g., teacher, pastoral staff, trusted adult.*

Considerations for teachers when dealing with questions:

- *Is it a question that demonstrates the child/young person's response to something they do not understand?*
- *Is it a question that suggests the child/young person has some knowledge of the issue and is seeking clarification?*
- *Is it a question that suggests the child/young person knows the answer but wants affirmation?*
- *Is it a question that can be answered of interest to the whole class or does it require an individual response later?*
- *Is it a question that suggests the child/young person has inappropriate knowledge/beliefs (a personal disclosure that may need following up) e.g. racist, sexual, homophobic, criminal?*
- *Is it a question that is personal, designed to embarrass the teacher, make the class laugh?*
- *Is it a question that is intended to illicit personal information from the teacher? (In which case remind the child/young person of the ground rule 'not to ask personal questions' and move the learning on.)*

### **Distancing Techniques:**

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, and videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

### **Inclusion**

We understand the importance of ensuring that all children in our school receive their entitlement to RHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. In order to ensure the RHE Curriculum meets the needs of all:



- *We will not promote one particular lifestyle over another.*
- *We will not seek to gain consensus, but will accept and celebrate difference.*
- *We will encourage respect and discourage abuse and exploitation.*
- *We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.*

In relation to those with special educational needs or disability, we will review our RHE programme to ensure that provision is made for those with additional needs. We will consider:

- *their level of vulnerability*
- *their need to learn and demonstrate appropriate behaviour*
- *their need to develop self-esteem and positive body image*
- *the need to involve all staff, including ancillary staff and carers, in policy development, planning and training*
- *the management of personal care*
- *clarity about sources of support for pupils.*

### **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. If a child protection arises through discussion or through a follow up conversation, this will be reported in line with the school's Safeguarding and Child Protection Policy. All visitors and external agencies which support the delivery of RHE will be required to have read our Safeguarding Policy and abide by it. Only Health Professionals or accredited agencies will be invited into school to contribute to RHE lessons. We recognise that because effective RHE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made.

**All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.**

We believe that RHE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met. We will follow this Code of Practice when working with visitors:

- *The care and management of pupils is the responsibility of the school at all times.*
- *In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.*
- *The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.*
- *All visitors will be made aware of the content and principles of this Policy, prior to their visit.*
- *All lessons will be planned in direct liaison with the Class teacher, taking account of the age and needs of the group and the context of the work within the RHE programme.*
- *Visitors will be reminded that, whilst contributing to RHE in a classroom setting, they must adhere to the same confidentiality code as staff members.*
- *Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Class Teacher beforehand.*
- *The contributions of visitors will be regularly monitored and evaluated.*

### **Engaging stakeholders (including parental right of withdrawal)**

Parents will be informed about the policy through a variety of ways:

- *Informing parents and carers by phase curriculum letter or leaflet of relevant forthcoming RHE topics;*
- *Inviting parents to learn more about resources and activities used in RHE;*

- *Gathering parents' views on the RHE Policy and taking these into account when it is being reviewed;*
- *Informing parents and carers about the RHE programme as their child joins the school through the school brochure/prospectus and via the school newsletter when appropriate;*
- *Providing supportive information about parents' role in RHE;*
- *Inviting parents to discuss their views and concerns about RHE on an informal basis. Parents and carers will be given access to this Policy on request.*

The policy will be available on the School Website. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through our Family Support Manager (Mrs Leonowicz). We will notify parents when Relationships Education will be taught, via Newsletters.

From September 2020, DfE statutory guidance means that all children will be taught Relationships Education and Health Education as part of the school curriculum. These are statutory requirements which the DfE mandates schools deliver; there is **no** parental right of withdrawal of either of these subjects, which we deliver as part of our schools PSHE education. We **do not** currently teach any non-statutory Sex Education content; **we only teach what is included in the Science National Curriculum.**

Governors will be informed of the RHE policy through the Curriculum Committee and approve the policy.

Pupil voice will be used to review and tailor our RHE programme to match the different needs of the pupils.

### **Monitoring, reporting and evaluation**

Teachers will critically reflect on their work in delivering RHE through the school's Self-Evaluation Process. Pupils will have the opportunity to review and reflect on their learning during lessons and through planned assessment opportunities.

### **RHE Policy Review:**

This policy will be reviewed by 30.9.23

Primarily, with the introduction of the new statutory framework for RHE, the policy will be reviewed yearly. This will ensure it continues to meet the needs of pupils, staff and parents and that it is in line with Department for Education advice and guidance.



### **Article 24 (health and health services)**

***Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.***