



THORNFORD CE SCHOOL

Relationships and Health Education Policy 2020

Definition of RHE:

RHE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RHE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

Aims and Outcomes of RHE in the curriculum:

The overall aim of RHE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

RHE provides opportunities for pupils to:

- Better understand the nature of human relationships
- Learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- Reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- Consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- Reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

Morals, Values, Equalities and Safeguarding



The RHE programme at Thornford reflects our ethos, and demonstrates and promotes the following:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

Content of the Schools' RHE Programme

How Relationships and Health Education is organised in the curriculum



RHE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, Citizenship and Science. At Thornford, the main RHE content is delivered as part of a wider topic to provide a context for learning. Many aspects of RHE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

- RHE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- PSHE Ground Rules are used in all PSHE and RHE lessons.
- Pupils are able to ask anonymous questions by writing a note for the class worry box.
- Resources used are flexible in order to meet the needs of the pupils and curriculum. A selection of these can be viewed during the parent session.
- Correct medical vocabulary will be used throughout the RHE and PSHE curriculum
- RHE is delivered through a varied range of activities, which promote dialogue and understanding. These include: Circle time, active teaching and learning, role play/scenarios, card sorting and discussions.
- External agencies can be invited to support the delivery of RHE. These include: the school nurse and The Life Education Van and Space (Mel Lane) and the police.
- External agencies and Visitors are familiar with and understand the school's RHE policy and safeguarding policy and work within these documents
- All input to RHE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Parental involvement

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RHE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through the year groups' RHE curriculum meetings, parents' evening, in policy development, the school website and prospectus, displays and an open-door policy. To promote effective communication and discussion between



parents and their children we notify parents through information evenings, termly booklets and the school website about when particular aspects of RHE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parental rights to withdraw their children

Parents have the right to withdraw their children from all, or part of the RHE curriculum, except for those parts included within the National Curriculum for Science, which are statutory. Effective methods to communicate the schools' approach to RHE, including the parental right to withdraw their child, are through the schools' website, prospectus, the RHE policy and the year group RHE curriculum information letter sent home to parents. The letter also includes arrangements for a parent meeting with staff. Parents are also informed that the RHE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and prepare children and young people for the challenges, opportunities and responsibilities of adult life along with the coverage of the National Curriculum for Science.

Those parents/carers wishing to exercise the right to withdraw their child from part or all of RHE are invited in to see the teacher and/or RHE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RHE programme until the request for withdrawal has been removed. It is then the responsibility of the parents/carers to deliver the content of the RHE to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by the staff. Pupils who are withdrawn from RHE continue with individual learning tasks for other curriculum areas, which are carried out in another classroom or the library. If a conversation arises about relationships health issues in a non-RHE lesson with pupils present who have been withdrawn from RHE lessons, the teacher must stop the conversation and ask that the issues be discussed at an appropriate time. The teacher must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn child is not present.

Pupil Involvement

We involve pupils in the development of the RHE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views. The RHE leader interviews random groups of



pupils across the school as part of the monitoring and evaluation process. The Pupil Voice questions classes once during the academic year about their views on well-being and learning.

How the school responds to specific issues related to Relationships and Health Education

Answering Difficult Questions

Staff are aware that views around RHE related issues are varied. However, while personal views are respected, all RHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

Ground Rules

RHE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RHE work, in addition to those already used in the classroom.

Inclusion

The RHE policy reflects and is in line with the schools' equal opportunities policy and the school ensures that the RHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RHE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offer support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Thornford and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. RHE discussions may prompt a pupil to disclose about related incidents; for example, FGM, Forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

How the Relationships and Sex Education Programme is Monitored, Evaluated and Assessed



We ensure that all pupils have equal access to the RHE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning and observation. At the end of the year, each year group reviews the RHE programme they have implemented and pass on any comments to the RHE leader as part of her monitoring cycle. A random selection of pupils is interviewed and all parents are invited to provide written feedback on the provision of RHE. The RHE policy is reviewed on an annual basis taking into account the feedback from teaching staff, pupils and parents. Governors consider evaluations and recommendations before amending the policy. Governors remain ultimately responsible for the policy.

Professional Development for Staff

Staff are kept informed of developments in key aspects of RHE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and INSET days.

Lesson Plan Grid (See appendix 1)

The Relationships and Health Education Policy will be kept in the [School Policy File](#) and is available for staff and parents to view. It is also published on our website.

Procedures for Monitoring and Evaluation

The school will release the co-ordinator to enable him/her to review lesson planning, work alongside colleagues and ensure the planned curriculum is being fulfilled.

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance. The governors will review the policy each year.

Links to other policies and advice

This RHE Policy is supported by, but not limited to:

PSHE Policy

Behaviour for Learning Policy

Health and Safety Policy

Safeguarding/Child Protection Policy



School Visits

Equality Policy

Anti-bullying Policy

Intimate Care Policy

Relationship and Sex Education Guidance – DfE

Resources

DVD, books, School Nurse, SCARF Coram Life Education resources.

Adopted: October 2020

Reviewed: October 2021



Appendix 1 Relationships and Health Education Lesson Plan Grid

| SCARF units | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|---|---|---|
| Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships) | Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends | How are you feeling today? Being a good friend Let's all be happy | My special pet Looking after our special people Friends are special | Ok or not ok (1) Ok or not ok (2) When feelings change Under pressure | How good a friend are you? Relationship cake recipe | Solve the friendship problem Assertiveness Don't force me Acting appropriately |
| Valuing Difference (DfE category: Respectful relationships) | Same or different? Who are our special people? | What makes us who we are? How do we make others feel? My special people | Family and friends Let's celebrate our differences Zeb | Islands Friend or Acquaintance That is such a stereotype | Qualities of friendship Happy being me Is it true? | Ok to be different We have more in common than not Advertising friendships! Boys will be boys? -challenging stereotypes |
| Keeping Myself Safe (DfE category: Being safe, Respectful relationships, Online relationships) | Who can help? (1) Harold loses Geoffrey Good or bad touches | How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept | None of your business! Raisin Challenge (1) | Keeping our RHELves safe Raisin Challenge (2) | Decision dilemmas Would you...? | Traffic lights To share or not share? Joe's story (part 2) |
| Rights and responsibilities (DfE category: Being safe) | | Feeling safe | | Who helps us keep healthy and safe? | | Fakebook Friends |
| Being my best (DfE category: Being safe) | | | I am fantastic! | What makes me ME! | Independence and Responsibility Star qualities | What's the risk (2) |
| Growing and changing (DfE categories: Respectful relationships, Online relationships, Being safe) | Taking care of a baby Then and now Surprises and secrets Keeping privates private | Haven't you grown! My body, your body Respecting privacy | Relationship Tree Body Space Secret or surprise? My changing body | My feelings are all over the place! All change! Period positive Secret or surprise Together | How are they feeling? Taking notice of our feelings Growing up and changing bodies Changing bodies and feelings Help I'm a teenager, get me out of here! Stop, start stereotypes | I look great! Media Manipulation Is this normal? |

