

# Relationship and Health Education (RHE) Policy

Reviewed June 2019

Approved by the Governing Body on



Our vision is to inspire happy, courageous, independent, curious and creative life- long learners. We aim for all to achieve their full potential, striving both academically and socially with humility and dignity.

We believe that being anchored in Jesus Christ will guide us all with hope, compassion and wisdom in becoming successful members of a global community.

### **# Learning for Life, Anchored in Christ**

Serving the local community in the name of Christ since 1859

## **1. Background Information**

This policy reflects the nature and ethos of the school and is based on Christian values and beliefs. Relationship and Health Education will be sensitive to the religious and cultural backgrounds of the pupils and their families.

## **2. Definition**

RHE is lifelong learning regarding emotions, puberty, families, relationships, sex, sexuality, sexual health, mental health, bullying and power balance. It involves acquiring information, developing skills, forming positive beliefs, values and attitudes, making informed choices and supporting children in managing adolescence and preparing them for adult life. Effective RHE provides knowledge and skills and develops emotional understanding within a framework of attitudes and values.

## **3. Aims and Objectives of Relationship and Health Education**

RHE at St Clement's aims to support children throughout their time at the academy in the following ways:

### **Values and Attitudes**

- Develop self-esteem
- Valuing themselves and others, recognising and respecting others ideas and views
- Understand the importance of respect, love and care within friendships, relationships and the family unit

### **Knowledge and understanding**

- Understand that there are a number of different relationships - recognise positive and negative relationships
- Have an understanding of safe and unsafe situations and the right to feel and be safe
- Have an understanding of British law relating to consensual sexual relationships
- Have the correct terminology to talk about their bodies
- Be able to keep themselves clean and healthy
- Be aware of their own bodies and understand and be prepared for the physical and emotional changes that happen to them as they grow up
- Understand how babies are conceived and develop
- Have a basic awareness of contraception and understand that they have a choice whether or not to be sexually active
- Have an understanding of the responsibility of parenthood

### **Skills**

- Keep themselves safe and to know what help to ask in different situations
- Use knowledge and skills to make informed choices
- Have the communication skills they need to act upon the choices they make
- Have the skills necessary to deal with situations involving peer pressure

- Form positive relationships
- Emotional Understanding
- Understand, talk about and deal positively with their emotions, feelings, beliefs and those of others.

#### **4. Moral and Values Framework**

At St Clement's we work together to create an environment where every child and adult feels safe, happy and valued. We support children to become more motivated, responsible, independent and self-disciplined members of society with respect for their multi-cultural environment. We believe that the RHE programme in the academy supports the Christian values and ethos of St Clement's C of E Academy.

#### **5. Equal opportunities**

It is intended that the academy RHE policy and programme will reflect the Christian ethos of the school, by providing a secure, inclusive, non-judgemental environment in which to learn. Therefore, no child or family will be discriminated against on grounds of race, gender, health, ability or sexuality. The policy and content will comply with up to date local and government guidance.

#### **6. Content**

RHE is based within Science, Jigsaw and Personal, Social and Health Education, as well as theme celebrated weeks throughout the year – Safety Week, Wellbeing Week.

##### **Jigsaw**

- Celebrating Difference
- Healthy Me
- Relationships
- Changing Me
- Being Me In MY World

##### **National Curriculum for science curriculum;**

##### **KS1**

- That animals and humans grow and reproduce
- To recognise and name the main external parts of their bodies
- To recognise similarities and differences between themselves and others and to treat each other with sensitivity
- That humans produce offspring and these grow into adults.

##### **KS2**

- The life processes common to humans including growth and reproduction
- The main stages of the life cycle (including puberty).

##### **RHE is covered within the four main strands of PSHE;**

- Developing confidence and responsibility and making the most of their abilities
- Preparing children to play an active role as citizens
- Developing a healthy safer lifestyle good relationships and respecting the differences between people
- Developing good, positive and respectful relationships

## **7. Organisation**

The overall planning and delivery of RHE is co-ordinated by the Pastoral Manager and Head Teacher. We teach RHE in a variety of ways:

- Through PSHE, Science and other curriculum areas
- In circle time
- Through Workshops
- As a discrete subject
- Jigsaw
- Theme weeks
- Assemblies
- Outside visitors (school nurse, Women's Aid)

RHE is supported daily by the positive relationships between adults and children as part of the ethos of the school.

RHE will be taught by the appropriate staff, with the support of the school nurse. All staff will be supported in this work with opportunities for team teaching, which will need to be planned and agreed in advance. The teaching of RHE will be flexible enough to take into account the needs of individual year groups. Single sex teaching will be used for some RHE lessons however, both boys and girls will receive the same information. Staff will inform parents before lessons regarding sex and conception take place and will share information with parents on other lessons through the academy newsletter and or consultations/workshops.

## **8. Guidelines for teaching discreet SRE**

It is important that both staff and children feel safe and comfortable during RHE lessons and consequently circle time rules will be used. An additional rule will be that no personal questions may be asked of each other or of staff. Some teachers may choose to just use question boxes rather than question and answer sessions. This will be made clear to the children from the start.

### **Resources**

- In both Key Stages: Jigsaw and resources to accompany.
- In Year 6: Power Point, Jigsaw resources, discussions and visits from Women's Aid and School Nurse.

All resources will be reviewed by teaching staff before use in class.

### **Specific Issues**

Provision for pupils who have reached puberty:

- Supplies of sanitary protection will be available from the Pastoral Manager.
- Children will be able to speak to any member of staff they feel comfortable with to access supplies. All male teachers will refer to a female member of staff.
- A sanitary disposal unit is available in the KS2 girls' toilets.

## **9. Questions**

The school aims to support and encourage children in asking for help and therefore, all questions will be answered appropriately within the following framework:

- Question boxes will be used in RHE lessons
- Correct and appropriate terminology will be used. The use of correct terminology will be encouraged throughout the school
- It is inappropriate for both teachers and children to answer personal questions

Staff are encouraged to answer all questions, but will use their professional judgement to decide whether an appropriate response should be given in a whole class situation or referred to home or to the Head Teacher/Pastoral Manager. In support of our equal opportunities policy, staff will challenge discrimination and stereotyping. Staff will support children to understand that people hold different points of view and that there is not always one clear and correct answer.

## **10. Confidentiality and Child Protection**

Confidentiality cannot be offered to any child. If any child protection/safeguarding issues arise all staff and people working within the school must follow Child Protection/Safeguarding Procedures and inform the DSL and Deputy DSL's.

## **11. Use of Outside Visitors**

All visitors will work within the policy framework. A teacher will be present at all times.

## **12. Parental Withdrawal**

Parents have the right to withdraw their children from parts of RHE which are not part of the National Curriculum. RHE is an integral part of PSHE and therefore it is not always possible to separate them both. If parents have concerns about the content of RHE or wish to withdraw their child they make an appointment to discuss it with the Head Teacher and Pastoral Manager. Any complaint should be referred to the Head Teacher.

## **13. Working with Parents**

The school seeks to work in partnership with parents through consultation and support. The school recognises that parents play a vital role in providing education about relationships and growing up and aims to support parents in this role. Parental views were integral to the development of the policy and schemes of work. Parents will be specifically informed through a letter regarding non curriculum lessons covering RHE and be provided with the opportunity to view resources and discuss the specific teaching content.

## **14. Dissemination of policy**

All staff and governors have had an opportunity to read and comment on the policy.

## **15. Monitoring and evaluation**

The new policy and scheme of work will be evaluated by staff after it has been taught and children will be given an opportunity to reflect on what they have learnt at the end of each topic.

This policy will be reviewed June 2020.

**16. Further guidance:**

- Sex and Relationship Education Guidance DfEE 0116/200
- Sex and Relationship Education, Healthy lifestyles and Financial capability QCA/05/1695/2005
- Review of Sex and Relationship Education(SRE) in Schools – A report by the external steering group 2008

Agreed by the Full Governing Body on \_\_\_\_\_

Signed ..... (Chair of Governors)