



Barham Primary School

RHE

Policy

Safe, Happy, Learning

*At Barham Primary School we have the right to:
Article 19: Be Safe
Articles 28 and 29: Education*

Policy summarised by	Associate headteacher and lead of RHE
Link Governor	Matthew Parker
Date	December 2023
To be reviewed	December 2024

.....Embedding excellence

Barham Primary School

Relationships and Health education Policy

Purpose of the Relationships and Health Education Policy

The purpose of the policy is to:

- Address the new mandatory teaching of Relationships and Health Education (RHE) which is required in all schools from Summer 2021
- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RHE
- Enable parents and carers to support their children in learning about RHE
- Give a clear statement on what the school aims to achieve from RHE, the values underpinning it and why it is important for primary school pupils
- Set out how the school meets legal requirements in respect of RHE:
 - Duty to promote well-being (Children Act 2004)
 - Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
 - Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
 - Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
 - Teach statutory RHE elements in the Science National Curriculum
 - Have an up to date policy developed in consultation with parents, staff and governors (Education Act 1996)
 - Meet the school's safeguarding obligations
 - Make the policy available to pupils and parents (Education Act 1996)
 - Right of parental withdrawal from all or part of RHE except those parts included in the national curriculum (Education Act 1996)
 - Take account of the DfE guidance on RHE (2019)
 - DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHE) and that "RHE is an important part of PSHE" (DfE guidance on PSHE 2013)
 - Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

Definition of RHE

We define RHE (within PSHE) as being part of lifelong learning about the emotional, social and physical aspects of growing up, relationships and health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view different relationships positively.

Relationship and Health Education is not just learning about growing up. It is also about enabling children to make and maintain relationships with others, and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

- 1. Knowledge and Understanding** including; emotional, social and physical aspects of growing up, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed
- 2. Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line
- 3. Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable and teaching an acceptance of difference and diversity.

What is high quality health and relationships education?

The principles of high quality RHE in all schools (including those with a religious character):

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent (this includes the right to choose whether or not children want to be hugged, kissed or touched by others as well as legal ages of consent), rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and health in society
- teaches pupils about the law and their rights to confidentiality, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice

Partnership with parents

We will take every opportunity to inform and involve parents/carers:

- By making our commitment clear in our school policy
- By discussing personal development at parents evenings and when their child enters the school
- By inviting parents to meetings to discuss RHE in the school
- By informing parents that they have a right to withdraw their children from Sex and Relationships Education lessons
- By addressing issues related to health and safety regularly in the schools' newsletter.

Safeguarding/Child protection

The school has a Safeguarding/Child Protection Policy and Procedures document.

Confidentiality

Sometimes during a RHE education lesson a child may ask an explicit or difficult question in the classroom. Questions do not have to be answered immediately and can be addressed later. Teachers should use their skill and discretion on these occasions and refer to the Head Teacher if they are concerned. No teacher or adult supporting the delivery of a RHE education programme is obliged to answer personal questions from the children.

The use of visitors

There are various people able to resource and support the school in the delivery of the RHE education programme. These people include parents, the school nursing service, religious leaders, police, fire fighters, road safety officers, Wizard Theatre and health professionals. Visitors will be expected to work within the terms of the RHE education policy statement.

Assessment:

Assessment is set against clear learning outcomes and covers the acquisition of skills as well as knowledge and understanding.

Due to the diverse nature of RHE education this policy should be read in conjunction with Barham's policies on Drugs Education, , Safeguarding/ Child Protection, Inclusion, Anti Bullying, Behaviour, Physical Activity and Whole school Food and the School Travel Plan.