

# Relationships and Health Education Policy



**Last reviewed: September 2024**

**Next review due: September 2026**

## **Introduction**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The UK government has passed The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017, which made Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The Department for Education also published guidance as to the content of the Relationship Education and Health Education. The effect of this legislation is that from September 2020, all state-funded primary schools will have to deliver two new subjects "Relationships Education" and "Health Education". These subjects should sit within a wider framework of Personal, Social, Health Education, which has been described by the Chief Medical Officer as a bridge between health and education.

## **Policy content and rationale**

The aim of relationships education at Lakes Primary School is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their context. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community. We have carefully considered our context and needs and elected that Relationships Education for our school will focus upon healthy and respectful relationships rather than sexual relationships which will be covered at Secondary School. Children's learning about Relationships Education, is mutually supportive of, and contributes to learning about Health Education, which includes physical health and mental well-being. Physical health and mental well-being are interlinked, and it is important that pupils understand that good physical health contributes to good mental well-being. The aim of teaching pupils about physical health and mental well-being is to give them the information that they need to make good decisions about their own health and well-being, promote pupils' ability to regulate their emotions and to reduce stigma attached to mental health issues. Children's learning in Relationships Education and Health Education will support the wider work of the school in helping to foster pupil well-being, develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

### **Roles and responsibilities**

This relationships policy covers the Lakes Primary School approach to teaching relationships (RSE). This policy has been subject to thorough consultation with the school community staff, school governors, Trust and where relevant appropriate members of the wider community. It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, they should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSE;
- RSE is well led, effectively managed and well planned;
- the quality of RSE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The headteacher/PSHE leads liaise with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSE policy and have the opportunity to express their views.

### **Curriculum Design**

This section of the policy outlines the purpose, nature and management of relationships taught in our trust. Relationships education in the primary phase builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about their health and well-being both now and in later life. The Trust recognises the contribution that relationships education can make to government health targets.

Review of the policy will be led by the Headteacher and PSHE leads and will be informed by:

- staff and pupil evaluation of the programme
- any relevant local/national issues
- relevant changes in the law/good practice guidance
- the results of parent questionnaires
- new resources becoming available
- pupil needs

In our school, we choose to deliver RSE through PSHE Association, the mindful approach to PSHE. The majority of elements of the RSE curriculum are a statutory requirement to teach to meet Sept 2021 Government RSHE revised guidance and The Equalities Act, 2010. RSE will be taught through a programme builder which is structured around an overarching question for each term or half term. These begin in key stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. The three core themes from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World, although some half term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

### **Equalities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.” “Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)