



RELATIONSHIPS AND HEALTH EDUCATION

Signed by the Chair of the Governing Board:	
The Governing Body ratified this policy on:	8th February 2024
Review Schedule:	The Governing Body will review this policy annually .
Date of next review:	February 2025

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Mission statement

At James Watt school, we believe that Relationships and Health Education (RHE) is a fundamental part of our curriculum. Personal, Social, Health and Economic Education (PSHE) and science are embedded in our RHE curriculum and our aim is to equip our children with the skills and understanding to become healthy, secure, independent and responsible members of society.

To embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our children can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives and Relationships and Health Education can support our pupils to develop resilience to know how and when to ask for help, and to know where to access support.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

Definition of Relationships and Health Education

Relationships Education is the understanding of how relationships develop and grow over time, from childhood through to adult relationships, as part of lifelong learning. Relationships Education is about understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships, understand mental wellbeing and how to stay safe, including understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility towards others, emphasising the importance of loving and respectful relationships, safety and care.

The word **relationship** means - the way in which two or more people or things are connected, or the state of being connected.

These can be;

- Family,
- Personal,
- Friendships,
- Work colleagues,
- Adults in school
- Classmates and other pupils,
- Neighbours,
- Online groups or contacts,
- Sports/Activity club members

- Faith groups
- Professional support (e.g. GP)

Throughout the school's RHE policy and schemes of work, the word **relationship/s** will be used to define those who are connected to children. Individual lesson plans may state specific relationships.

1. Aims and Objectives

- To provide clear guidance for parents, staff and governors in relation to the Relationships and Health curriculum progression and delivery.
- For children to develop an understanding of relationships and that they need to be built and maintained gradually.
- To provide a foundation for further work at secondary school.
- To help young people to respect themselves and others.
- To support children through their physical, emotional and moral development.
- To develop skills and understanding to enable children to make healthy, responsible choices about their health and well-being, including personal hygiene.
- To help children move more confidently and responsibly into and through adolescence.
- To help children to understand a range of views and beliefs about relationships.
- To help children to understand issues of media influence and mixed messages that may contradict and conflict with their own beliefs.

2. Statutory requirements

As a maintained primary school it is statutory that we teach relationships education to all pupils as outlined in Section 34 of the Children and Social Work Act 2017 and Section 403 of the Education Act 1996.

This policy has been written in accordance with the statutory guidance document "Relationships and Health Education (RHE)" (DfE, 2019). The Department for Education guidance states that by September 2021, all primary schools must teach Relationships and Health Education.

The teaching of Sex Education in primary schools remains **non-statutory**, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within RHE and PSHE education lessons.

3. Compliance

This policy complies with the Department for Education statutory guidance and has been written with reference to the following guidance and documents:

- Birmingham Relationships and Health Education Primary Curriculum guidance
- Equality Act 2010
- Children and Social work act 2017
- Education Act 1996
- SEND Code of Practice 0-25 (2015)
- Safeguarding Policy
- Statutory Guidance on Supporting pupils at school with medical conditions
- The National Curriculum in England: framework for Key Stage 1 and 2
- The Children and Families Act (2014)
- Teachers Standards
- Accessibility Plan
- Behaviour and Exclusion policy
- Confidentiality and Data protection policy
- Complaints procedure
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Science Curriculum KS1 and KS2
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DFE Relationships and Health Education Statutory Guidance

In addition, this policy links to United Nations Convention on the Rights of the Child (UNICEF):

- **Article 3** (best interests of the child)
The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Article 19** (protection from violence, abuse and neglect)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- **Article 28** (right to education)
Every child has the right to an education. Primary education must be free.
- **Article 29:** (goals of Education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

4. Policy Development

This policy has been developed in consultation with staff, governors, parents and pupils. The consultation and policy development process involved the following steps:

- **Review** – a working group pulled together all relevant information, including relevant national and local guidance.
- **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
- **Parent/stakeholder consultation** – parents and any interested parties were invited to give feedback.
- **Ratification** – once amendments were made, the policy was shared with governors and ratified.

5. Curriculum

Our school community comes from a wide and diverse society and we have developed the curriculum, in consultation with staff, parents, children and governors, taking into account the age, needs and feelings of individuals. All the lessons are based on teaching children facts in an age-appropriate and sensitive manner to ensure they are fully informed, can flourish and grow. Following the Birmingham Relationships and Health education curriculum and the ‘My Life’ PSHE curriculum, lessons are delivered in progressive units beginning from Year 1 to Year 6.

Overview of Mandatory requirements (Where are themes taught?)						
Year Group	Relationship Education			Health Education		
	Relationship	Safety On & Offline	Families	Mental Well being	Health Prevention	Changing Bodies
1	*		*	*		
2	*	*	*	*		
3	*		*	*	*	
4	*	*	*	*		
5	*	*	*	*	*	*
6	*	*	*	*	*	*

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

These areas of learning are taught within the context of the family lives our school community represents, taking care to ensure that there is no stigmatisation of children based on their home circumstances and reflecting sensitively that some children may have different structures of support around them (for example, single parent families, looked after children or young carers).

Health Education focuses on teaching the fundamental building blocks and characteristics of good physical and mental health including:

- Being safe
- Mental and Physical Well-being
- Internet Safety and harm

As part of statutory Health Education, children in Year 5 are taught in an age appropriate way about puberty and the associated emotional changes.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. At James Watt, we offer **additional sex education** lessons in Year 6, where **parents can ‘opt-in’** for their child/ren to attend. In these additional lessons, children are taught about human reproduction, conception and birth. Parents are notified in writing before these lessons take place and parents can consent for their child/ren to attend.

In Early Years and Reception, Relationships and Friendship Education is taught within the Personal, Social and Emotional prime area of learning and development.

6. Delivery of RHE

At James Watt School, staff follow the Birmingham Relationships and Health Education scheme of work to plan and deliver lessons. The lessons are taught by class teachers with supporting staff to ensure a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions. Resources have been selected through the parent and staff partnership to ensure the materials are age appropriate and accessible to all learners.

Teaching will be normally taught in mixed gender groups, though some content will be covered in single sex groups, e.g. menstrual hygiene, single sex question sessions, etc.

Dealing with sensitive issues and difficult questions

Lesson context will often be driven by the children’s questions and will be dealt with honestly, sensitively and in an age appropriate way by their class teacher to ensure they are fully informed and do not seek answers from unreliable sources. However, if children ask questions outside the content of the lesson, teachers will respond by directing pupils to speak to their parents/carers.

7. Roles and Responsibilities

Head Teachers and Governors

- Ensure the framework is followed.
- Ensure that this policy is made available and accessible to parents.
- When developing and amending this policy, work with parents and listen to their views.

RHE Curriculum Leader

- Be responsible for developing an annual action plan, monitoring and evaluating the success of the plan and reporting this to the SLT and Governors.
- Be responsible for the development of RHE throughout the school.
- Monitor the effectiveness of RHE in school and address any issues.
- Support teachers in the delivery of RHE.
- Be responsible for providing appropriate resources and training.
- Disseminate new strategies and information.

Teaching Staff

- Implement this policy with the guidance of senior leaders in the school.
- Ensure that the policy is followed in applied practice.
- Liaise with Curriculum leader on the teaching of RHE in school as required.
- Liaise with parents and feedback any concerns, following the school's usual procedures.
- Report any Safeguarding concerns raised to a DSL (Designated Safeguarding Leader) as school policy and procedures.

8. Confidentiality

Children will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding policy and procedures).

9. Working with Parents

The school has established a strong working partnership with parents through the consultation process. We wish to continue to build a positive and supportive relationship with our parents through mutual understanding, trust and co-operation. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role.

Working in partnership with parents, we will:

- Annually, consult with parents and governors on the contents of this policy.
- Answer any questions/concerns parents may have about the RHE: including opportunities for parents to view the resources that are used in lessons.
- Acknowledge parents right to '**opt-in**' to **non-statutory** components of sex education, within the RHE.

10. Training

The school will facilitate teachers to obtain Relationships and Health training as part of practice and it is included in our continuing Professional Development calendar.

When appropriate, the head teachers will invite visitors from outside school, such as school nurses, to provide support and training to staff.

11. Equal Opportunities / Inclusivity

At James Watt Primary, we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of ethnicity, religion, gender, class or disability. We positively celebrate diversity and difference. The school's Relationships and Health Education Policy and scheme of work will reflect the ethos of the school, by providing a secure, non-judgemental environment in which all children learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices. We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners. With assistance from the Inclusion Manager/SENCo, appropriate support will be provided to a child requiring additional or different support.

12. Monitoring and Evaluation

This policy will be managed by the RHE and Science Coordinator, with an appointed governor responsible to ensure that the programme is evaluated and impact reported to the governing board.

The policy will be reviewed annually.

13. Complaints

At James Watt, we work in active partnership with parents/carers, value their views and keep them informed about our RHE provision. If a parent/carer has any concerns about the RHE provision we will take time to address concerns and allay any fears parents/carers may have. If any parent/carer decide not to 'opt-in' for additional sex education lessons for their child/ren we shall work with them and their child/ren to explore alternative provision.

The school has a complaints procedure, which applies to complaints about RHE provision. This can be found on the school website under the "Policies" tab.