

**Harriers Banbury Academy**

# **Relationships and Health Education Policy**

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## 1. Links to other policies

The RHE policy links to the Wellness Curriculum which has been developed by the Aspirations Trust to help promote positive mental health and emotional well-being in our pupils and to teach our students self-responsibility for their behaviour and their lifestyle choices.

The Safeguarding and CP Policy is also relevant to this policy.

## 2. Aims

The aims of Relationships and Health Education (RHE) at our school are to:

- Develop 21st century skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking.
- Provide young people with reliable information so they can make informed decisions about their health and bodies.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of their own development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around relationships and the importance of healthy relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Deal with misconceptions, myths and misunderstandings.
- To safeguard pupils.

### 3. Definition

RHE stands for Relationships and Health Education. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, health, sexuality, healthy lifestyles, diversity and personal identity in a safe environment where pupils can discuss their thoughts and receive age appropriate reliable guidance. RHE involves a combination of sharing information, and exploring issues and values. RHE is **not** about the promotion of sexual activity, indeed evidence shows that the provision of well taught, effective RHE reduces the likelihood of young people engaging in risky behaviours.

### 4. Statutory requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex Education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education (DfE RSE Guidance, 2019).

As a primary academy we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. However, we are not required to provide sex education explicitly but we do need to teach the elements of sex education contained in the science curriculum e.g. reproduction.

In teaching RHE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

### 5. Policy development

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

1. Review – Wellness Lead pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation.
4. Pupil consultation – we investigated what exactly pupils want and need from RHE.
5. Ratification – once amendments are made, the revised policy will be shared with governors and ratified.

### 6. Curriculum

Our curriculum is set out as per the school 'Wellbeing Curriculum'.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

## 7. Delivery of RHE – Relationships and Health Education

RHE is taught within the personal, social, health and economic (PSHE) education curriculum as well as through curriculum enrichment days. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE) which is taught during PSHE lessons and curriculum enrichment days.

Lessons are taught by staff including experienced teachers and, occasionally, external agencies such as school nurses. To ensure we adhere to the requirements of the National Curriculum in relation to RHE, we use a scheme of work from SCARF (Safety, Caring, Achievement, Resilience and Friendship) which is part of Coram Life Education. This scheme contains comprehensive lesson plans and resources for each year group.

RHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media (including the sending/receiving of inappropriate material)
- Being safe
- Intimate relationships

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Our focus is always to develop tolerance and respect for others.

***The delivery of RHE will be monitored just like any other subject, for example through:***

- Learning Walks
- Book Scrutiny
- Data Analysis
- Pupil Voice
- Staff Consultations
- Ongoing CPD

Pupils' development in RHE is monitored by class teachers termly through summative data. Pupils will be given feedback on their progress and be able to articulate their understanding of key aspects of the curriculum.

## 8. Inclusion

All pupils have a right to age-appropriate RHE regardless of faith, gender, sexual orientation, race or disability. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility for all of our pupils.

The Equality Act of 2010 protects children, young people and adults against discrimination, harassment and victimisation in relation to education.

Wellness Leads, as well as the Safeguarding Leads, both have a duty of care to ensure that all staff delivering RHE are familiar with the Safeguarding Policy and understand the necessary protocol should a safeguarding issue arise. Furthermore, the backgrounds of all pupils are taken

into account when planning and teaching, so that the topics are sensitive to the needs of our pupils and families.

## 9. Roles and responsibilities

### 9.1 Governance

The Board of Trustees for Aspirations delegates responsibility to local Regional Boards (RB). The RB will approve the Wellness Curriculum and the RHE Policy. This policy will be reviewed by the Wellness Lead annually. At every review, the policy will be approved by the RB.

### 9.2 The Principal

The Principal is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE (see section 10).

### 9.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils

It is important that RHE is taught by staff trained and eager to teach RHE just like any other subject. If staff have concerns about teaching RHE they should speak to their line manager, but it is an expectation that all staff will promote the values and ethos of the curriculum.

### 9.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

## 10. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. At Harriers Banbury Academy we will only be teaching the **statutory** components of the curriculum, therefore there is no need for parents to request this.

## 11. Training

Staff delivering RHE are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

## 12. Monitoring arrangements

The delivery of RHE is monitored by the Wellness Lead just like any other subject through the usual academy monitoring systems.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment.

This policy will be reviewed annually.

