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# Relationship and Health Education Policy



## **1. Aims and objectives**

1.1 Relationships and Health Education (RHE / RSE) demonstrates a commitment to our understanding of the importance of learning about the importance of relationships first and foremost. Our approach goes beyond provision of biological information to focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships. Effective relationship and health education are essential if young people are to make responsible and well-informed decisions about their lives. The school has a key role in partnership with parents/carers, in providing RHE.

### **1.2 Attitudes and values**

- Learning the importance of values and individual conscience and moral consideration.
- Learning the value of marriage, civil partnership, and family life, stable and loving relationship for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Learning to respect & value differences and diversity
- Rights and responsibilities, for self and others
- Commitment to their own safety and that of others
- Gender equality
- That violence and coercion in relationships are unacceptable

### **1.3 Personal and social Skills**

- Learning to identify their own emotions and those of others
- Learning to manage emotions and relationships confidentially and sensitively
- Learning to manage change
- Developing self-respect and empathy for others
- Learning to make choices based on understanding of difference and with an absence of prejudice
- Learning how to identify risk
- Learning to make and carry out informed decisions
- Developing an appreciation of the consequences of choices made

- Managing conflict
- Coping with and resisting unwelcome peer pressure
- Learning how to recognise and avoid exploitation and abuse
- To communicating openly and respectfully about relationships
- Asking for help and accessing advice and services.

#### **1.4 Knowledge and Understanding**

- Learning and understanding emotional and physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about a safe & healthy lifestyle based on accurate information
- Learning about seeking appropriate help & advice
- Understanding the positive benefits of loving, rewarding and responsible relationships
- Learning how to resist unwelcome pressures to be sexually active and protective behaviours

## **2. Teaching and Learning**

### **2.1 How RHE is provided at Moulton Chapel Primary:**

- Through a caring and committed ethos that models and supports positive relationships between all members of the school community
- Within PSHE and citizenship (age appropriate) and also within Science and RE curriculum
- Through other curriculum areas delivering aspects (e.g. Drama, Literacy)
- Assemblies
- Pastoral support for pupils who experience difficulties
- By the provision of appropriate information through leaflets, books and DVD materials
- Via targeted intervention where appropriate with vulnerable individuals (Support from social services)
- Delivery in response to incidents.

### **2.2 Teaching Methods & Resources Continuity and Progression**

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined learning objectives covering knowledge, skills and

understanding developed in response to needs assessment of pupils' existing knowledge, experience and understanding (Through PSHE and Citizenship, RE and Science)

### **Foundation Stage**

The majority of RHE that children receive in the early years, both at home and in the early years setting is focused on relationships. It is an integral part of their personal, social and emotional development, e.g. learning to express needs, make friends, share and take turns with others. The Practice Guidance for Early Years Foundation Stage (EYFS) outlines Personal, Social and Emotional Development for under-fives and curriculum areas which link to this. It also gives suggestions for how settings can effectively implement this area of learning and development, through the elements Positive Relationships, Enabling Environment and Learning & Development.

### **KS1 & KS2**

RHE in KS1 concentrates mainly on relationships, learning about a range of friendships and relationships and developing the skills and attitudes to make and maintain them.

Much of the knowledge, skills and attitudes relevant to RHE are already part of the general PSHE provision. Elements of RHE are delivered through PSHE and citizenship and through National Curriculum Science. National Curriculum Science has the following requirements related to RHE, which are a statutory part of the National Curriculum:

#### **KS1 (5-7)**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that humans have offspring that grow into adults
- Find out and describe the basic needs of humans for survival
- Describe the importance of exercise, eating the right amounts of different types of food and hygiene.

#### **KS2 (7-11)**

- Describe the differences in the life cycles of a mammal and explain the life cycle
- Describe the changes as humans develop to old age – this includes puberty
- Recognise the impact of diet, exercise, drugs and life style on the way their bodies function.

As such, parents do not have a legal right to withdraw their child from **these lessons** as they are a statutory part of the National Curriculum.

Puberty will also be taught in Year 5 and Year 6 as part of Health Education.

### **Sex Education**

At Moulton Chapel we do teach sessions on Sex Education to Upper Key Stage 2. Discussions with the children happen after they have covered human body changes (puberty) and are delivered through question box activities.

### **Teaching RHE to children with special needs**

All children, including those with a physical disability or a learning difficulty have an equal entitlement to RHE. We teach RHE regardless of children's ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties.

### **2.3 Safe Learning Environment**

- RHE is conducted in a safe learning environment through the use of group agreements (ground rules) and distancing techniques so pupils are not put on the spot or expected to discuss personal issues in class.

### **2.4 Active Learning**

- Active learning methods that support participation and encourage reflection will be used.

### **2.5 Answering and Asking Questions**

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE co-ordinator for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupil of the ground rules

- Teachers will set the tone by speaking in a matter-of-fact way ensuring that pupils discuss issues in a way which encourages thoughtful participation
- Pupils may have opportunities to write down questions anonymously and post them in a questions box.
- The teacher will have time to prepare answers to the questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons
- If a teacher is concerned that a pupil is at risk of sexual abuse the Head Teacher should be informed and the usual protection procedures followed.

### **2.6 Groupings**

- RHE takes place within mixed classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher or the Head teacher.

### **2.7 Equal opportunities**

- Children may have varying needs regarding RHE depending on their circumstances and background. The school strongly believes that all pupils have access to RHE that is relevant to their particular needs. To achieve this, the school's approach to RHE will take account of;

The needs of boys as well as girls

Ethnic and cultural diversity

Varying home background

Sexuality

Special educational needs.

### **3. Parental concerns and withdrawal of pupils**

Parents have a legal right to withdraw their children from all or part of the sex education sessions delivered within the school only. We work in active partnership parents/carers, value their views and keep them informed about RHE provision. If a parent/carer has any concerns about the RHE provision we will take time to address their concerns and allay fears they may have. Parents/carers can be given information prior to the lessons. If a parent/carer decides to withdraw their child, we shall work with them and their child to explore alternative provision.

#### **4. Monitoring and Assessment**

Pupils existing knowledge needs to be the starting point for all RHE work. Needs assessment is built into some lesson planning as each group may have different knowledge, experience and understanding. The elements of RHE that form part of the science curriculum are assessed in accordance with the requirements of the national curriculum. The learning from the other elements of RHE is assessed as part of the PSHE Education provision and builds on existing systems.

**Note** The RHE policy should be read in conjunction with the PSHE and policy, the Health, Safety policy, the Science policy, the Behaviour policy and the Safeguarding and Child Protection policy.

This policy will be reviewed annually or when further guidance from the DfE is released.

Agreed by Governing Body : October 2021 meeting