Grendon CE Primary School
Relationships & Health Education Policy DRAFT

1. Aims

The aims of relationships and health education (RHE) at our school are to:

> Provide a framework in which sensitive discussions can take place

> Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

> Help pupils develop feelings of self-respect, confidence and empathy

> Create a positive culture around issues of sexuality and relationships

> Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school 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 but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents.

4. Curriculum

RHE integrates fully within the school's World Class Curriculum and is planned into each curriculum theme. The full content of the RHE curriculum is shown in Appendix 1.

We have developed the RHE content in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Standalone sex education sessions will be delivered in Upper Key Stage 2 by a trained health professional and will focus on:

> Preparing boys and girls for the changes that adolescence brings

> How a baby is conceived and born

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

> Being safe

5. Roles and responsibilities

5.1 The governing body

The governing board has delegated the approval of this policy to the Curriculum Committee.

5.2 The Head Teacher

The Head Teacher 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 6).

5.3 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

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the Head Teacher.

5.4 Pupils

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

6. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RHE. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head Teacher.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: Parent form: withdrawal from sex education within RHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and health education			
Any other information you would like the school to consider			
Parent signature			