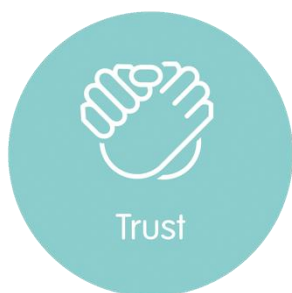




# Relationship and Health Education

2022/2023

*A place to thrive*



## A Place to Thrive

St. Martin's Multi Academy Trust exists to advance a just cause, its vision: to create a place to thrive. A just cause is a future state that does not yet exist. It is vital that people that work in the schools in our Trust understand our vision and 'sign up' to achieving it. Our vision must encapsulate our 'why'. It has to inspire staff and our communities. It must persuade people to stay for and have a deep understanding of our cause. Our people need to be willing to be service orientated, resilient and idealistic. Our cause has to form the foundation of everything we do.

It is essential that St. Martin's MAT ensure it provides people with a great place to work, to enable them to thrive. This is based on the concept having the right culture, climate and leadership in school. In order to provide the best deal we can for our children, we must ensure staff can optimise their performance as much as possible. The values of a Trust or school should be a thread through everything. We should be able to take the lens of, say, 'trust' and see it in the way people interact with one another and how decisions are made. Through the lens of 'compassion', we should see it in aspects such as our leave of absence policy and how we deal with unacceptable pupil behaviour. The chosen values should be in the very fibres, the DNA of the organisation. Our core values are:



Trust

Having respect for others is about being considerate and attentive. It is a desire to learn more from unique qualities and perspectives. It is about admiration for people and schools.



Compassion

Trust is having a firm belief in the morals, reliability or ability of someone or something. With strong levels of trust, people can feel safe and take risks. Trust is built in tiny moments every day.



Respect

Showing compassion is about understanding ourselves and others. Self-compassionate people recognise that being imperfect, failing, and experiencing life difficulties is normal.

## Policy statement and definition of Relationships and Health Education

This policy aims to provide guidance and information on all aspects of Relationships and Health Education (RHE) in the school for staff, parents/carers and trustees.

At St. Martin's Multi Academy Trust, we teach Relationships Education as a compulsory subject in line with DfE statutory guidance and, in our Church of England Schools, 'Changes to the teaching of Relationships and Sex Education and PSHE' from The Church of England Education Office.

This policy is MAT-wide, but we fully acknowledge the fact that individual schools will need to take a more local approach to some of the elements covered within this policy, most notably curriculum content and delivery. The DfE statutory guidance published in 2019 defines the focus of Relationships Education within primary schools as: "the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." This is the driving ethos behind our delivery of Relationships Education across all school within our Trust.

Please note, for the purposes of this policy we define **Relationships Education** as any theme and topic that is required by the DfE within that section of the statutory document. This will be delivered within our PSHE education programme of study. For clarity, these themes are:

- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We define **Sex Education** as:

- Any non-statutory sex education content delivered as part of our PSHE education programme.

Whilst it is not a statutory requirement, the DfE recommends that primary aged pupils should have a sex education programme to effectively support their emotional and physical development in the transition to secondary school. Therefore, in addition to our Relationships Education content, pupils in Year 6 will be taught:

- How a baby is conceived and born

Any individual session which this applies to is clearly identified within each individual school's curriculum overview. Further information about parental rights around non-statutory sex education can be found within the appropriate section in this policy.

Please note that DfE statutory guidance also requires schools to deliver a 'Changing Adolescent Body' unit as part of statutory Health Education. This unit covers themes such as puberty, physical and emotional changes and menstruation. These themes will be covered in an age-appropriate way within our PSHE education programme.

Related statutory content is also part of National Curriculum for Science, which includes:

- To identify, name and label parts of the body
- About the different ways in which they have changed since they were a baby, including the changes to their bodies.
- That humans reproduce and produce offspring.
- That women have babies and that in most animals, it is also the female that has babies.
- To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these.

### Aims and objectives

We understand that age appropriate RHE is an important part of lifelong learning about personal, physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It also involves acquiring information, developing and forming positive beliefs, values and attitudes.

RHE is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community and beyond. We ensure Relationships and Health Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities.

The relationships education programme is an opportunity for pupils to:

- Develop an understanding of healthy relationships including family and friends.
- Develop an understanding of positive emotional and mental well-being.
- Prepare young people for adult life by following an age-appropriate programme of relationships education teaching.
- Develop acquisition of knowledge, the development of life skills and respectful attitudes and values
- Develop young people's confidence and self-esteem enabling self-respect and control over their own bodies and their own lives.
- Encourage respect and responsibility for self and others.
- Enable young people to make informed decisions which are relevant to their lives and wellbeing.
- Enable pupils to keep themselves safe from harm, both on and offline.

### Values

The values that underpin our approach to Relationship & Health Education include:

- Mutual respect
- Commitment to safety and well being
- Acceptance of diversity
- Rights and responsibilities for self and others

## Legislation and national guidance

This policy has been produced with full regard to national guidance and legislation, including:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Keeping children safe in education (2020)
- Equality Act (2010)

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from September 2020. This guidance document has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. The statutory guidance document from the DfE document can be viewed here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## Other related policies and documents

- Safeguarding policy
- E-safety policy
- Anti-bullying policy
- Behaviour policy

## Organisation and delivery of the programme

Relationship Education, Relationship and Sex Education and Health Education is embedded in the PSHE curriculum, which is regularly timetabled as part of our school curriculum. Our PSHE curriculum is delivered predominantly by teaching staff within our schools. On occasion, appropriate and suitably experienced and/or knowledgeable visitors from outside school are invited to contribute to the delivery of RHE in school, such as School Nurses.

At Key Stage 1 and Key Stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages and developmental needs.

Throughout our RHE curriculum, pupils will benefit from opportunities to identify and reflect on their own values and those of others including their peers. Our provision intends to help young people develop confidence in talking, listening and thinking about relationships.

Creating a safe learning environment is a vital part of allowing children to access PSHE/RHE lessons where sensitive and complex issues can be explored and discussed. Several strategies help this, including:

- Establishing ground rules with pupils. The use of ground rules in creating a safe and secure learning environment within PSHE/RHE lessons is important given the often-sensitive nature of topics covered.
- Pupils may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

A wide variety of active teaching and learning approaches will be used to teach PSHE education, including RHE. These will include:

- use of circle time
- film-clips
- scenarios
- stories
- discussions i.e. whole class, small groups, paired etc.
- drama / role play

St. Martin's Multi Academy Trust understands that pupils with Special Educational Needs and Disabilities (SEND)

are entitled to learn about Relationship & Health Education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

### **Staff Training / Continuous Professional Development**

Teaching staff are supported in their professional development by a PSHE Lead Teacher who can advise them on appropriate content, approaches and resources. The PSHE Lead Teacher attends regular training sessions provided by specialist external agencies to ensure that they are kept informed and knowledgeable about the curriculum requirements and latest legislation.

### **Answering children and young people's questions**

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly wherever possible.

Any questions arising from pupils will be answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- Use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class.
- Clarify that personal questions should not be asked.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral officer.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is deemed to be not age-appropriate, provision would be made to meet the individual child/young person's needs. This may involve referring the child/young person back to their parent/carer or a suitable health professional.

Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are regularly signposted to pastoral staff or safeguarding leads, as well as other appropriate support services such as Childline.

### **Confidentiality & Safeguarding**

Confidentiality within the classroom is an important component of relationship and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers need to be aware that effective RHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a safeguarding issue by children. Staff members should therefore make pupils aware that they cannot guarantee complete confidentiality and of the procedures they must follow as per St Martin's Multi Academy Trust Safeguarding Policy.

If a pupil should disclose information, the staff member will inform the Designated Safeguarding Lead in line with the St Martin's Multi Academy Trust Safeguarding Policy should any concerns be raised. Teachers must also alert the Designated Safeguarding Lead about any suspicions of inappropriate behaviour or potential abuse as per St Martin's Multi Academy Trust Safeguarding Policy.

### **Visitors and outside organisations**

External experts and services may be invited to assist from time-to-time with the delivery of the relationship and health education programme and will be expected to comply with the provisions of this policy.

Working with visitors from outside agencies, offers children and young people an opportunity to interact with a wider range of people and develop important personal and social skills. Visitors and teachers should work together to establish boundaries about personal questions and to ensure that the visitor is adequately trained to handle classroom delivery. Visitors can also add value to Relationship Education because of their expertise, such as a health professional.

All visitors to the classroom should work within the school's policy. All at St Martin's Multi Academy Trust will ensure that the contribution of visitors fits within the scheme of work and enhances learning. A teacher/member of staff will always be present during any lesson/workshop delivered.

### **Working with parents**

We acknowledge that parents and carers have an especially important role to play in RHE and that they need to feel confident that the schools programme complements and supports their role. Our school seeks to work in partnership with parents and carers to provide effective Relationship & Health Education / PSHE for children and young people. The school's Relationship & Health Education programme endeavours to complement and support parent's and carer's roles and in the conversations, they might have with their own children around such topics.

As required by law, the RHE policy will be available on the school website enabling parents to view it before the programme of study begins. The Trust welcomes input and feedback as part of our commitment to inclusive practice around the content and delivery of the programme.

As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any Sex Education which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

Parents have the right to request that their child be withdrawn from sex education (i.e. non-statutory content on how a baby is conceived and born in Year 6). If parents wish to request that their child be withdrawn from any non-statutory provision, they should contact the Head of School/Headteacher and will be invited to a meeting to discuss any concerns and view any appropriate teaching resources. We ask parents to consider the positive contribution that age-appropriate sex education can make to keeping pupils safe and preparing them for adulthood.

Should parents then wish to withdraw their child from non-statutory lessons, this request will be recorded, and alternative provision will be made for any children during these sessions.

### **Equal Opportunities**

St. Martin's Multi Academy Trust understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

It is dedicated to delivering the Relationships & Health Education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence. During PSHE/RHE lessons, objective discussion of the diversity of the community we serve, and wider society, will be approached in a sensitive and age-appropriate manner so that all children have access to lessons which meet their particular needs.

It is our intention that all children have the opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development, with differentiated provision if required. We operate a fully inclusive ethos in school.

### **Bullying Incidents**

St. Martin's Multi Academy Trust has a zero-tolerance approach to bullying. Any bullying incidents linked to learning from within the Relationship Education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the Multi Academy Trust.

Any occurrence of these incidents should be reported to a member of school staff. Any such incident will be dealt with in line with St Martin's Multi Academy Trust's Anti Bullying and Behaviour Policies and Procedures.

### **Monitoring and Review**

The provision, content and effectiveness of the Relationship & Health Education curriculum will be regularly monitored and reviewed by the Lead Teacher for PSHE and fed back to the Senior Leadership Team.

As part of the implementation of statutory requirements around Relationships Education, all schools must have in place a written policy for Relationships and Health Education. Schools should consult parents in developing and reviewing their policy in order that is reflective of the needs of children and the school community. This policy will be reviewed and approved by directors on an annual basis and changes made accordingly. We will inform parents of any revisions to the school policy or curriculum as required.