



**Policy Name**                      **Relationships and Health Education, including Sex Education (RHE and RSE)**

**Date of policy:**                      **September 2019**

**Member of staff responsible:**   **Gemma Heaver**

**Reviewed:**                              **27<sup>th</sup> March 2024**

**Date of Next Review:**              **See Governor Hub**

**Governors Present:**                 **Strategic Governors**

# Relationships and Health Education (RHE)

Relationships and Health Education embraces the challenges of pupils creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also 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. At Watercliffe Meadow we believe that RHE can support pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

The overall aims of Watercliffe Meadow and the Department of Education are:

- To provide opportunities for all pupils to be equipped with knowledge to make informed decisions about their wellbeing, health and relationships; both on and offline.
- To promote pupils' spiritual, moral, social, cultural, mental and physical development to prepare them for a successful adult life.
- To give pupils accurate information and help them to develop their skills to enable them to understand difference and to respect themselves and others.
- To understand the risks they may face to their mental and physical health from areas such as relationships, the internet and drugs, alcohol and tobacco and how they can use new knowledge do it can be confidently used in a real life situation.
- To inform pupils for the purpose of preventing and removing prejudice.

Relationships and Health Education will be taught to all pupils in a way that is age and developmentally appropriate and sensitive to needs and religious background of all of our pupils. When planning for these subjects reasonable adjustments will be made to alleviate disadvantage and be mindful of the SEND Code of Practice. Effective teaching in these subjects will take place by ensuring that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.

## Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Pupils will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, the learning will cover how to treat each other with kindness, consideration and respect.

The main elements of the above are:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

## **Health Education**

Health Education aims to give pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

The main elements of the above are:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs,
- alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Pupils will be taught the above areas in a number of different situations, sessions and approaches. These will include:

- Individually planned lessons
- Quality Circle Time (QCT)
- PSHE
- Citizenship
- Science
- Philosophy for Children (P4C)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. Parents and carers were consulted during the development of the new RHE teaching but ultimately school will decide how and when to teach the statutory guidance.

## **Parents right to withdraw**

Parents and carers cannot withdraw their child from Relationships and Health Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right for them to withdraw from.

## **Relationships and Sex Education (RSE)**

In addition to Relationships and Health Education, Relationships and Sex Education is important to supporting pupils' ongoing and emotional and physical development before their transition to secondary school. Whilst the sex education aspect of RSE at primary school is non-compulsory the Department continues to recommend that all primary schools should have a sex education programme tailored to the age and

physical, emotional maturity of their pupils. Therefore, Watercliffe Meadow will still deliver all aspects RSE to years 5 and 6.

At Watercliffe Meadow Relationships and Sex Education contributes to the foundation of PSHE, Citizenship and science by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- are prepared for puberty and the changes adolescence brings, including menstruation
- understand reproduction in some plants and animals, as well as the human life cycle (including how a baby is conceived)

The aspects of puberty, the human life cycle and relationships (including that families and relationships can be different but that all are equally important - LGBT parents, families headed by grandparents, adoptive or fostering parents and same-sex relationships) that come under the Relationships and Health Education and/ or the science national curriculum are compulsory and children cannot be withdrawn from these aspects.

As is currently good practice, parents will be consulted before delivery of RSE, through a meeting with the relevant class teachers. They will be able to discuss what will be taught and view examples of resources in order to best understand the content their child will receive.

Parents have the right to request that their child be withdrawn from some or all of the sex education aspects that are delivered as part of non-statutory RSE. It is the head teacher's role to grant this withdrawal but certain steps should be delivered during the reciprocal discussion before the withdrawal is granted. The nature and purpose of RSE should be clarified, as well as the possible detrimental effects that withdrawal may have on a child; such as exclusion, the likelihood that they will hear their peers' version of what was taught rather than directly hearing from the teacher, and that some pupils have access to the internet to pose their questions to instead.

## **Responsibilities**

- It is the responsibility of the Governing Body to ensure that RHE and RSE are taught within the parameters of PSHE and science framework operating in school and that RHE is an entitlement of every child.
- Governors should ensure that staff and parents are consulted about the content and delivery of the curriculum.
- It is important that parents are informed of their right to withdraw their child from part or all of the RSE programme except for those parts that fall within the statutory National Curriculum for Science and Relationships and Health Education.
- Year group newsletters will inform parents of the RSE programme and they should have the opportunity to view materials used within school if they wish to do so.
- A lead teacher will monitor and evaluate the teaching and learning of RHE and SRE and will review and update the policy, materials and resources annually.

**At Watercliffe Meadow we aim to foster a culture where pupils feel safe in the knowledge that they can ask questions and are enabled to move through puberty into adolescence with understanding and dignity, feeling empowered to make informed decisions about their relationships and their lives.**