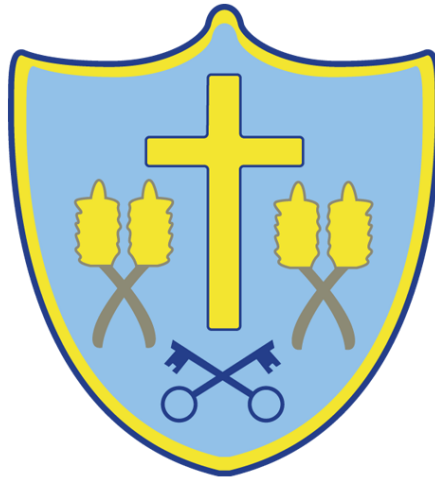


**Northern Lights Learning Trust
St. Peter's Elwick Church of England Primary
School**



Relationships and Health Education Policy (RHE)

Review Date: Autumn 2024

Next Review Due: Autumn 2025

Prepared by: Head of School and RHE Lead

Governance: Chair of Governors

Pastoral Care/Spiritual Development

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of a church school. It is expressed in the terms of sharing and caring. Jesus was clear in his instructions to the disciples on this matter.

‘Love your neighbour as yourself’ – Matthew 22:39.

‘This is my commandment: love each other’ - John 15:17.

Everyone associated with the school is made in the image of God and is to be loved. This is the commandment from which Northern Lights Learning Trust derives its policy for pastoral care. We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve.

Our pastoral work will strive to meet the significant challenge to create and maintain such networks in ways which reflect the Gospel. Those who are school staff and in particular those in leadership roles, which include all who have a particular responsibility, ensure that by their personal example they set the highest standards expected. It is from this premise that Christian love will pervade all aspects of life at Northern Lights Learning Trust. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environment is created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the way policies are written and implemented

Statement of Intent

At St Peter’s Elwick Church of England Primary School we aim *‘to give all the opportunity to be who God created them to be and have fullness of life.’*

Because of this, we have a responsibility to equip our children to live safely, healthily and responsibly, and of course to flourish in the 21st century and our policy on RHE contributes significantly to this.

Our school values of Friendship and Trust, Thankfulness, Compassion and Service are central to forming and maintaining healthy relationships, valuing all God’s children and respecting their choices and differences as well as supporting mental and physical wellbeing both now and in the future. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. The RHE curriculum is part of our broader work on PSHE and personal development and is designed to meet the needs of our school, local community and wider context.

This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal Framework

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2024
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

The policy operates in conjunction with the following policies and guidance

- Safeguarding and Child Protection Policy
- Behaviour Policy and Anti-Bullying Strategy
- SEND Policy
- Intimate Care Policy
- Valuing All God's Children (2019) Guidance for Church of England Schools
- Keeping Children Safe in Education (2024)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)• Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

2. Roles and Responsibilities

The Local Governing Body is responsible for:

- Ensuring all pupils make progress to achieving at least the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects to enable all to flourish.

The Head of School is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Local Governing Body on the effectiveness of this policy.
- Reviewing this policy annually.
- Ensuring the religious ethos of the school is maintained and developed through the subjects to enable all to flourish.

The RHE Lead is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the curriculum is age-appropriate, progressive and well sequenced and, where possible, has a reliable evidence basis.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the RHE Curriculum.

- Ensuring the RHE is delivered in a way that is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure that RHE is effectively woven into the curriculum of relevant subjects and, in this way, is not seen a separate subject but a lens through which to view relevant content.
- Monitoring and evaluating the subject and providing accurate information to the Head of School.
- Keeping up to date with reviews on RHE.

The appropriate teachers are responsible for:

- All teachers in school will be responsible for delivering the relevant, age-appropriate content from the RHE curriculum mapping.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring that the curriculum they deliver is accurate and without bias, ensuring they do not express personal views or beliefs when delivering the programme.
- Ensuring delivery is in-line with our school's Christian values.
- Modelling positive attitudes to RHE.
- Responding to any safeguarding concerns in line with the Child Protection and other safeguarding policies.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RHE subject leader to evaluate the quality of provision.

3. Organisation of the Curriculum

- Every primary school is required to deliver statutory RHE
- For the purpose of this policy, '**relationships education**' is defined as teaching pupils about healthy, respectful relationships of all kinds with a focus on family and friendships, in all contexts, including online.
- For the purpose of this policy, '**health education**' is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.
- Sex Education is not taught beyond the 2014 National Curriculum for Science.

- We are a small school who value the importance of meeting the needs of children as individuals. In particular cases, with parental consent, adaptations may be made to the curriculum on an individual basis to meet the specific needs of the individual.
- The school provides a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school and support a smooth transition to secondary school. When subject content is delivered it can be viewed on the RHE curriculum mapping.
- A floor book for the whole school shows areas covered from RHE within our curriculum. This includes examples of individual, collaborative and whole class work.

4. Delivery of the curriculum

RHE is, where possible, delivered as part of the wider curriculum through family groups, topics and experiences in the Early Years and PSHE, PE, RE, Science and Computing in key stage one and two. Through effective organisation and delivery of the subject, we will ensure that:

- Core learning is sectioned into units of a manageable size and that children have opportunities to re-visit and recall learning from prior units.
- Each RHE objective is highlighted on Long Term Maps ready for teachers to plan from.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical and emotional development and is responsive to the needs of individuals.
- Teaching of the curriculum reflects requirements set out in law, particularly the ***Equality Act 2010***, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- Pupils will be taught about LGBT in an integrated way as part of work on different relationships, equality and diversity.
- All teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- The organisation of the class is conducive to effective learning, including the use of smaller 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.

- Teachers will ensure teaching challenges perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- Teachers will ensure that teaching actively aims to reduce stigma, particularly in relation to mental wellbeing, and encourages openness through discussion and group work.
- Teachers will be up to date with issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.
- Teachers will be aware that pupils may raise topics such as self-harm and suicide. When addressing this, teachers will be aware of the risks of encouraging these behaviours and will avoid any resource or content that may appear as instructive rather than preventative.

5. Age Limits- (From the New RHE guidance)

Published RHE guidance (2024) has suggested age limits for subjects. These age limits are adhered to in the long term mapping of our school. These are:

- risks about online gaming, social media and scams should not be taught before year 3.
- Puberty shouldn't be taught before year 4.
- Sex education shouldn't be taught before year 5, in line with what pupils learn about conception and birth as part of the primary schools national curriculum for science.

There is some flexibility within the age ratings, as schools will sometimes need to respond to questions from pupils about age-restricted content, if they come up earlier within their school community. Following government guidance, in these circumstances schools are instructed to make sure that teaching is limited to the essential facts without going into unnecessary details, and parents will be informed.

6. Working with external experts

At times, school will work with external experts in order to enhance parts of the RHE Curriculum e.g. Harbour, the School Nursing Team, British Red Cross and Anne Frank Ambassadors. This enables pupils to access high quality education from experienced and trained professionals in their respective fields. In the event of such agencies working with pupils, school will ensure that:

- The appropriate measures are in place to safeguard pupils in line with school's existing policies.
- Teaching delivered by external providers fits with the planned curriculum and is in-line with this policy as well as statutory guidance.
- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and other safeguarding Policies.

7. Working with parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Parents will have access to this policy via the website or paper copies are available at the school office. Parents are consulted at the point of changes and review of the policy. Drop-in events will be held annually to enable parents to ask questions and provide the opportunity to address any concerns they may have. Details of these events will be shared via the Parent Calendar. Parents are always welcome to meet with their child's class teacher to discuss the content of relationships and health lessons for their child and the RHE lead can be contacted via the school office to discuss the curriculum in its broader sense.

Parents have a legal right to know what their children are being taught in RHE and can request to see teaching materials. Our school will make an opportunity each year to share information about our RHE curriculum and the key resources used to teach it. Our school is happy to share the resources used to support the RHE curriculum delivery at other times upon request.

8. Confidentiality

Confidentiality within the classroom is an important component of RHE and teachers are expected to respect the confidentiality of their pupils as far as is possible. However, staff are reminded that their duty to safeguard pupils

supersedes this and any concerns should be reported to the Designated Safeguarding Lead (or deputy when this person is not available).

9. Managing Difficult Conversations

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for RHE. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Careful consideration should always be given as to how to answer these questions, ensuring answers are factual and appropriate to the child's age, maturity and understanding. It may be necessary to seek advice from the RHE lead and/or parents as to how to sensitively and appropriately address these questions. Furthermore, the context in which these answers are addressed should also be given careful consideration, with one-to-one/ small group conversations deemed more appropriate.

10. Right to Withdraw

Relationships and Health Education are statutory at primary and parents do not have the right to withdraw their child from the subjects. However, parents with concerns should address these with their child's class teacher in the first instance.

11. Updating This Policy

This policy will be updated annually. Parents, staff and pupils will be consulted where significant amendments are made to the policy. This policy will be shared on our website and paper copies are available on request.