



WILLOW TREE Academy



THE LEAF CENTRE



Relationships and Health Education (RHE)

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1. Aims

Intent:

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 personal development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture sense of self
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Willow Tree Academy, we aim to embed the teaching and development of Relationships and Health Education (RHE) through our PSHE curriculum. We aim to give our pupils the life-skills that will enable them to thrive while covering topics and subjects which will ensure that they are prepared for the future and know how to keep themselves safe and develop an understanding of relationships in the world.

The 2020 Government Guidance for RHE aims to ensure that all children are able to:
→ Embrace the challenges of 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. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

2. Statutory Requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010).

At Willow Tree Academy, we teach RHE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

Review – a working group pulled together all relevant information including relevant national and local guidance

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the initial policy (2020) and parent governors were asked to ratify updates (2022/ 2024)

Pupil consultation – we investigated what exactly pupils want from their RHE

Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information, and exploring issues and values.

RHE is not about the promotion of sexual activity.

5. Curriculum

Our RHE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHE

Relationship and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

For more information about our RHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life; taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Roles and Responsibilities

7.1 The governing board

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that HE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RHE (see section 8).

7.3 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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE

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 headteacher

7.4 Pupils

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

8. Parent's 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 and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

10. Monitoring Arrangements

The delivery of RHE is monitored by the Headteacher through:

- Collaborative work with Inclusion and Behaviour Leader (Mrs Faye Ebbs) and PSHE Leader (Miss Laura Cooper)
- Learning walks
- Monitoring and evaluation of planning and delivery of RHE curriculum content

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Faye Ebbs and Laura Cooper every 2 years. At every review, the policy will be approved by the governing board/the headteacher.

Appendices

1. Appendix 1: Curriculum map
2. Appendix 2: By the end of primary school pupils should know

Appendix 1: Curriculum map

Relationships and Health Education Curriculum Map

At Willow Tree Academy, we aim to embed the teaching and development of Relationships and Health Education (RHE) through our PSHCE curriculum. We aim to give our pupils the life-skills that will enable them to thrive while covering topics and subjects which will ensure that they are prepared for the future and know how to keep themselves safe and develop an understanding of relationships in the world.

	AUTUMN	SPRING	SUMMER
YEAR 3	<ul style="list-style-type: none"> Health and Wellbeing - Mental Health and Wellbeing Relationships - positive relationships and the impact of these 	<ul style="list-style-type: none"> Relationships - Bullying/ Online and offline safety 	<ul style="list-style-type: none"> Health and Wellbeing - First aid, hazards and emergencies Living in the wider world - Rules, law and responsibilities
YEAR 4	<ul style="list-style-type: none"> Health and Wellbeing - Physical Health and exploring emotions Relationships - family characteristics and positive friendships 	<ul style="list-style-type: none"> Relationships - Personal behaviour and wellbeing 	<ul style="list-style-type: none"> Health and Wellbeing - Staying date and personal identity Living in the wider world - Human rights and communities
YEAR 5	<ul style="list-style-type: none"> Health and Wellbeing - Healthy habits Relationships - Different relationships and family structures 	<ul style="list-style-type: none"> Relationships - Challenging discrimination and keeping personal information private 	<ul style="list-style-type: none"> Health and Wellbeing - Puberty and physical/emotional changes Living in the wider world - Diversity and the community
YEAR 6	<ul style="list-style-type: none"> Health and Wellbeing - Conflicting feelings and emotions Relationships - Positive safe relationships and peer influence (REAL LOVE ROCKS) 	<ul style="list-style-type: none"> Relationships - Personal boundaries and establishing consent. 	<ul style="list-style-type: none"> Health and Wellbeing - Reproduction and human life cycle/ puberty Living in the wider world - Understanding identity and challenging stereotypes

Appendix 2: By the end of primary school pupils should know...

Families and people who care for me

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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, for example family, school or other sources