



# RELATIONSHIP AND HEALTH EDUCATION POLICY

## **1.0 Introduction**

We have based our school's relationship and health education policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000) and the Brook, SEF and PSHE Association Supplementary Advice document 'Sex and Relationship Education (SRE) for the 21<sup>st</sup> Century

In these documents, sex education is defined as 'learning about physical, moral and emotional development. Newport School believes; it is about understanding the importance of positive relationships for family life, it is about stable and loving relationships, respect, love and care. It is also about the exploring and understanding about, sexuality, fertility, keeping safe and healthy.

Life Lessons: PSHE and SRE in Schools report, from the House of Commons Education Committee recommends that SRE be "renamed" Relationships and Sex Education. Newport Primary School have named our policy Relationship and Health Education and throughout this document we therefore use the term Relationship and Health Education or acronym (RHE) to refer to the topic of the traditionally referred topic of Sex and Relationship Education, this places more emphasis on relationships.

In Newport School, RHE is part of the personal, social, health and citizenship education curriculum, our curriculum is mapped to the PSHE Association Programme of study.

While we use RHE to inform children about sex and reproduction issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

We do not use RHE as a means of promoting or discouraging any form of sexual orientation or sexual activity. It is important to note that evidence shows that comprehensive RHE programmes are shown to delay sexual activity in later life.

The teaching of RHE at Newport Primary School, using an integrated and consistent approach, is an important aspect of pupils' education. RHE includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. Newport School believes that the teaching of RHE should be shared with parents and be mutually supportive and complementary. It aims to promote an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

In this document, RHE relates to 'learning about physical, moral and emotional development.' We do not use Sex and Relationships Education as a means of promoting or discouraging any form of sexual orientation.

This policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding RHE and the proposed changes by the UK government to ensure our children are ready for their transition to adulthood. We are committed to our pupils receiving their educational attainment.

Through the implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

As part of the Children and Social Work Bill, 2017, every child will be legally entitled to receive statutory RHE. 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. Parents will still hold the legal right to withdraw children or opt out of specific lessons should they wish to, any concerns can be addressed by contacting the school, further details on this can be found in the Specific issues for RHE section, listed later in this document.

## **2.0 What is RHE?**

### **2.1 RHE consists of three main elements**

#### **Attitudes and Values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision-making.

#### **Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

#### **Knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

## **2.2 Why RHE is Important**

Research shows that RHE programmes helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life (SRE for 21<sup>st</sup> Century Guidance).

The growing trend of digital access in particular social media platforms, have provided young people with means to engage in relationships, sometimes with people who they have never met, accessing in environments such as in game lobbies or social media applications. It is important that children understand that these relationships can present some risks.

## **2.3 Overall Aim**

The aim of this policy is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of what constitutes as a healthy relationship and human reproduction.

We aim to provide a framework for effective Relationships Education within the school environment.

Our Relationships Education programme reflects the aims and values of our school ethos and it's Governing Body.

Relationship education will be firmly rooted in the programme of study for PSHE Education.

- To provide a secure, sensitive and caring programme of study where learning and well informed discussions can take place.
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- To help and support children through their physical, social, emotional and moral development, giving them the confidence to talk, listen and explore feelings and relationships.

- Encourage the use of correct vocabulary for body parts, so that children are able to name parts of the body and describe how their body changes.
- To foster self-worth and awareness of how to protect yourself, stay safe and be healthy;
- To help the children to acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness to help them make well informed decisions and live confident, healthy and independent lives.
- To provide children with the ability to protect themselves and ask for help and support when needed.
- To ensure that RHE is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities.
- To prepare children for healthy relationships, including acceptable touch, what to do and where to go when something goes wrong and growing and changing in their transition to adulthood.

## **2.4 Roles and Responsibilities**

### **Governors**

As part of their general responsibilities for the management of the school, the Governors play a key role in the development of the school's Relationship and Health Education Policy. They will continue their involvement through regular evaluation of it.

### **Head Teacher**

The Head Teacher, Patricia Maxwell, takes overall responsibility for this policy and its implementation and for liaison with the Governing Body, parents and the Local Authority, also appropriate agencies.

### **Healthy School Co-ordinator in school**

The co-ordinator for RHE is Miss Stabler. Alongside the Head Teacher, she has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to Relationships and Health Education and the provision of in-service training. Parents are the key people in teaching their children about Relationships by:

- Maintaining the culture and ethos of the family and healthy relationships.
- Helping their children cope with the emotional and physical aspects of growing up.
- Preparing them for the challenges and responsibilities that sexual maturity brings.

### **Parents**

Parents need to know that the school's RHE programme will compliment and support their role as parents and that they can be actively involved in the determination of the

school's policy. Parents will be encouraged to support the school's RHE programme and access this policy. The co-ordinator will also make available the materials used in the lessons to parents (see appendix 2). It is their statutory right to look at the resources used to deliver the curriculum.

### **All Staff**

In Newport School Relationships and Health Education is a whole school ethos. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them, including how sessions will be developed.

The school recognises that some staff will hold very strong views, attitudes and values regarding teaching of this topic, therefore, Newport School will ensure that teachers will be comfortable with delivery of the topics.

### **External agencies / Health Professionals / Visitors**

External agencies and visitors are used to enrich and broaden the curriculum where necessary. All visitors should be aware of the policy and work within it. The school does not endorse "drop down days" as a means to deliver this subject.

## **2.5 Multiculturalism**

We are privileged to be part of a multiracial community which enriches our curriculum by sharing the experiences of other countries, cultures and lifestyles.

We believe in the importance of developing the children's social skills so that they grow into responsible and caring adults who are tolerant of the opinions and beliefs of others. Bilingual children and monolingual children whose first language is not English are given additional support by staff using resources appropriate to their needs.

## **2.6 Special Educational Needs and Disabilities**

Support for children who have SEND is augmented by the PSHE and SEN co-ordinator who, in conjunction with class teachers, provides individual education programmes and resources where and when appropriate.

## APPENDIX ONE - Programme of Study addressed through RHE schemes of work

### Foundation Stage- Early Learning Goals

- Families
- Relationships
- Friendships
- Naming of body parts

### *Key stage 1*

### Coverage Linked to PSHE Association

#### Year 1

My body:	Naming Body Parts and includes naming private Internal body parts External body parts Clean and taking care of myself	H25 H25 H5 H25	H25
Life cycles:	Different ages Looking after babies	H26 L2	
Keeping safe:	In the house Out and About Taking Care Online (ICT)- People who can help me Good and bad touch	H29/H30 H33 H33/H34/ L7 H33 R13/R16/ R17	
Drugs and Alcohol: H6, H31 & H37 Medicine and substances.			
Tooth brushing- H2/H7			
Jobs around classroom- L5			
Anti- bullying week- R12, R21, R22, R24			
Growth mind set & aspirations- H24, L14			
Eco squad- L3			
Assemblies- H11-H20			
Rights respecting, rules- L1			
PE education- H3			
Science- H8			
Transition- H27			
Careers/Money sessions in RHE- L10-17 (Not L14)			

#### Year 2

Feelings: Friendship and Feelings including Relationships  
H11/H12/H14/H15/H16/R1/R6

Relationships: Relationships, friends and feelings H17  
What to do when we feel sad H18/ R9  
Different families R2/R3/R4/R5  
Friendship and feelings R6

Keeping Safe: People Who Can Help Me R20  
Taking Care Online (ICT) H28/H34/ R14/R15/ L9  
Good and bad touch R16

Stereotypes: Gender stereotypes. Similar and Different L6/R23

My Brilliant Body: H21/ H22/ H23/R10  
Drugs and Alcohol: H1/H10/H37

Tooth brushing- H2/H7  
Jobs around classroom- L5  
Anti- bullying week- R12, R21, R22, R24  
Growth mind set & aspirations- H24, L14  
Eco squad- L3  
Assemblies- H11-H20  
Rights respecting, rules- L1  
Language ambassadors- R7/R8  
PE education- H3/H4  
Transition- H27  
Careers/Money sessions in RHE- L10-17 (Not L14)

Lower Key Stage 2

Year 3

My body: My personal and private body parts and keeping safe: H30 & R22  
Body care H9 & H32

Life cycles: Growing up and getting older  
Me, Myself and I H25, H27, H28 & L25

Keeping safe: Is it risky? H38, H41, H42, R15, R23, R24, R25, R26,  
R28

My personal and private body parts and keeping safe R22 & R25  
People who can help us on and offline H17, H18, H19, R20, R29  
Good and bad touch R25, R26, R27

Drugs and Alcohol: Safe use of medicines and house hold products H10, H11, H12,  
H40

Mental Health week/days/assemblies- H15- H24



Anti-bullying week- R19- R21  
 Growth mind set & aspirations- H24, L14  
 Eco squad- L5  
 Assemblies- H15- H20, H23, H29, H35, R16, R17  
 Rights respecting, rules- L1- L10  
 Language ambassadors- R10, R11, R13, R14, R15, R16, R17  
 PE education- H7  
 Transition- H24, H36  
 Careers/Money sessions in RHE- L17 – L24  
 ICT sessions- H13, L11-L16  
 Science sessions- H1, H2, H3, H5, H6, H7, H8, H14

#### Year 4

Feelings: Expressing our feelings H17, H18, H29, H20, R30  
 Relationships: What makes a good friend? R10, R11, R14  
 Families and getting on with our families R6, R8, R9  
 Online Safety: Is it risky? H37, H38, H41, H42, R22, R23, R28, R29, L14, L15  
 People who can help us on and offline H38, R11, R12, R22, R28,  
 R29  
 Stereotypes: Gender stereotypes and aspirations R21, L9, L10, L26, L27, L2, L31  
 Keeping Safe: Good and bad touch R25, R26, R27  
 Drugs and Alcohol: Smoking and Vaping H4, H11, H46, H47, H48, H50  
 Mental Health week/days/assemblies- H15- H24  
 Anti-bullying week- R19- R21  
 Growth mind set & aspirations- H24, L14  
 Eco squad- L5  
 Assemblies- H15- H20, H23, H29, H35, R16, R17  
 Rights respecting, rules- L1- L10  
 Language ambassadors- R10, R11, R13, R14, R15, R16, R17  
 PE education- H7  
 Transition- H24, H36  
 Careers/Money sessions in RHE- L17 - 24  
 ICT sessions- H13, L11-L16  
 Science sessions- H1, H2, H3, H5, H6, H7, H8, H14

#### Upper Key Stage 2

#### Year 5

My body: Changes at puberty H15, H30, H31, H32, H34  
 Periods H30, H31  
 Wet dreams and masturbation H30, H31, H34

Life cycles:           How babies are made? Sexual intercourse           H33, R25, R26  
                           How babies are made? Assisted fertility **and** Multiple births   H33

Making babies - Pregnancy and birth           H33

Online Safety:        Keeping safe                                   H37, H42, R18, L11, L14, L15  
                           On and offline friendships               R18, R19, R20, R23, R29, R30

Keeping Safe:                Good and bad touch                               R25, R26,  
 R27

Drugs and Alcohol:    Correct use of Medicine – Vaccinations and Immunisation H9, H10  
                           Risks and effects - Legal an illegal drug use.   H46, H47, H48, H50

Mental Health week/days/assemblies- H15- H24

Anti- bullying week- R19- R21

Growth mind set & aspirations- H24, L14

Eco squad- L5

Assemblies- H15- H20, H23, H29, H35, R16, R17

Rights respecting, rules- L1- L10

Language ambassadors- R10, R11, R13, R14, R15, R16, R17

PE education- H7

Transition- H24, H36

Careers/Money sessions in RHE- L17 - L24

ICT sessions- H13, L11-L16

Science sessions- H1, H2, H3, H5, H6, H7, H8, H14

## Year 6

My body:                Changes at puberty                               H15, H30, H31, H32, H34  
                           Periods   H30, H31

Wet dreams and masturbation               H30, H31, H34

Life cycles:            How babies are made? Sexual intercourse           H33, R25, R26  
                           How babies are made? Assisted fertility **and** Multiple births   H33

Making babies - Pregnancy and birth           H33

Keeping Safe:                Friendships and pressure   H38, R18, R22, R28, R31  
                           Safe and unsafe touch       H30, R22, R25, R26

                          Getting help                                   H24, R9, R19, R20, R29

                          FGM   H45, R27, R28, R29

Feelings:            How easy is it to talk about feelings?   H19, H20, H24, R13, R30, R31  
                           Talking to people about how we feel   H19, H20, H24, R13, R30,  
 R31

Relationships:                Friendships and secrets   R13, R14, R15, R16, R17, R31  
                           Friendships and pressure   H38, R15, R22, R28  
                           Forced Marriage               R3, R4, R9, R26, R27, R28, R29

Stereotypes:                Identity and Prejudice       R1, R2, R5, R7, R21, L10

Equality and the law R2, R21, R32, R33, L9, L10  
Drugs and Alcohol: Legal and illegal drugs H46, H47, H48, H50, R15, R24, R28, R29  
Drug use and the media H49

Mental Health week/days/assemblies- H15- H24

Anti- bullying week- R19- R21

Growth mind set & aspirations- H24, L14

Eco squad- L5

Assemblies- H15- H20, H23, H29, H35, R16, R17

Rights respecting, rules- L1- L10

Language ambassadors- R10, R11, R13, R14, R15, R16, R17

PE education- H7

Transition- H24, H36

Careers/Money sessions in RHE- L17 – L24

ICT sessions- H13, L11-L16

Science sessions- H1, H2, H3, H5, H6, H7, H8, H14

### **Methodology**

A variety of teaching strategies are applied to enrich RHE with creativity. All sessions are based on firm, fair ground rules.

- Circle Time
- Drama
- Group discussion/Paired work
- Videos
- Online resources
- Worksheets

## Specific Issues

### **Parental / Child withdrawal procedures**

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science).

Parents may withdraw their children from some parts of the school's programme of RHE up to the age of 19 years old. Parents do not have to give reasons for their decisions, nor do they have to indicate what other arrangements they intend to make for providing sex education for their children (see Appendix 1 and 2).

Once a request that a child be excused has been made, that request **must be** complied with until the parent changes or revokes it. Whilst such lessons are being conducted the child will be provided with appropriate tasks and asked to work under the supervision of another teacher.

### **Safeguarding Procedures**

If a teacher has any concerns about the welfare of a particular child then that teacher will make a dated note of their worries and inform the Designated Officer: Patricia Maxwell, Louise Coates or in their absence the Deputy Headteacher: Stacey Carlisle. Any information thus obtained will be regarded as strictly confidential and will be passed to staff on a need to know basis only using CPOMs.

After consultation the Head teacher will decide whether the information is forwarded to the relevant body. If the member of staff does not agree with the decision taken they retain the right to refer to the relevant body themselves.

### **Limits of Confidentiality and legal requirements**

Many teachers fear that young people may disclose information to them about sex-related issues. It is important that ground rules are agreed to allow sensitive issues to be discussed whilst protecting the right of pupils and staff.

Some young people may have concerns which they wish to share with a teacher, and whilst teachers wish to be supportive it is important that they realise that absolute confidentiality cannot be given.

Staff need to use the support referral systems available in our school and also be aware of our child protection procedures.

Parents have a right to be informed of any issue which is causing their child concern. We will always handle this kind of situation with care and consideration.

The Head teacher would consider if there are any special circumstances which may temper this right. Any information thus obtained will be regarded as strict confidentiality and will be passed to the staff that need to know.

### **Methodology for teaching about Female Genital Mutilation (FGM) in Year 6**

Given the diversity of Newport School community, the school feel it is important that the RHE programme of study incorporates a resource from the to teach children about FGM.

The main themes of this lesson plan covers

What is a secret?

What FGM is

Why it is illegal

What harm FGM does

My body, my rules

Who to talk to

### **Methodology for teaching about Forced Marriage (FM) in year 6**

The school feel it is important that the RHE programme of study incorporates a resource from the Family Planning Association to teach children about Forced Marriage, the main themes of this lesson plan cover

Healthy relationships

Types of marriages

Abuse and control

### **Methodology for Year 3, 4, 5 and 6 when dealing with Human Reproduction**

Human reproduction is covered during the course of the Year 5 topic Growth and reproduction within the science curriculum section "My Body" which looks at the main stages of the human life cycle. It is taught as part of a general enquiry into the functions of the body e.g. digestion. The children are taught, simple biological facts of the reproductive systems e.g. fertilisation of the ovary and the development of the foetus.

The school goes beyond the science curriculum within its RHE programme of study; details of which can be found in the programme of study section.

### **Methodology for teaching about Online Safety and Digital Resilience**

The school includes this in the Computing scheme of work and the Digital Resilience Strategy.

### **Procedures for the involvement of Health Professionals / External Agencies**

NSPCC will be involved with the Speak Out, Stay Safe campaign

All agencies will be vetted prior to delivery including scrutinising their planned lesson delivery plan and ensuring they are DBS checked.

### **Facilities for Menstruating Girls**

Sanitary products are available in the Disabled toilet in the main corridor and also in the disabled toilet in Key Stage 2.

### **Answering difficult questions**

Staff are aware that views around RHE related issues are varied. However, while personal views are respected, all RHE issues are taught without bias.

*Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.*

Both formal and informal RHE arising from pupils' questions are answered according to the *age and maturity* of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Healthy School Co-ordinator if they are concerned.

Our school believes that RHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

## **Dissemination and Implementation**

### **Dissemination**

The policy is given to all members of the school community. Copies of the document will be available to all parents from the school office. A short summary of the policy is in the school prospectus.

Our school believes in the importance of staff training to enable them to deliver effective RHE. The Healthy Schools Co-ordinator in school should access courses and inset opportunities to assist staff and also arrange in house training for all.

### **Implementation of Policy**

Implementation of the policy will take place after consultation with the Governors.

## **Monitoring and Evaluation**

This policy will be reviewed regularly by the Head teacher, RHE Coordinator, the Governing Body and Staff. The next review date is Autumn 2025.

## Appendix 2: Letter for parents re withdrawal

### Re: Relationships and Health Education lessons

Dear Parents/Carers

All Pupils take part in our Relationship & Health Education sessions within the next few weeks as part of the school's PSHE programme.

If any parent would like to view the programme of study or the Yasmin and Tom resource, which will be used by the teaching staff and the RHE delivery team, or wishes to see our RHE policy, please contact the school office.

Please indicate below if you would like to withdraw your child from taking part in the Yasmin & Tom session and return the slip to your child's class teacher. Please note, the only lessons in the programme you can withdraw from are those explicitly related to sex education. If we do not receive a reply slip back from you we will assume that you are happy for your child to take part in these sessions.

If you have any concerns about your child taking part in these lessons, please contact me as soon as possible and I will be more than happy to discuss them with you.

Yours sincerely

**Patricia Maxwell**  
Head teacher



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### RHE at Newport Primary School

I would like to withdraw my child from the Yasmin and Tom sessions relating to sex education which form part of the Relationship and Health education programme within school.

Parent / Carer of \_\_\_\_\_ Class \_\_\_\_\_

Signature of Parent / Carer \_\_\_\_\_ Date \_\_\_\_\_

Please return this slip to your child's Class Teacher.

**Re: Relationships and Health Education Lessons**

Dear Parents/Carers

During the coming term we will be learning about ourselves and our bodies. At home you can really help this by spending a few minutes talking with your child at an appropriate time; maybe during bath time or when they ask you questions? You could even start a conversation when a situation arises on television or in a magazine or newspaper.

At school, this work will include the use of the correct terminology for the parts of the body, growing and changing and menstruation.

All discussions are age appropriate and will address any misconceptions held by the children.

If you would like to view any of the material or discuss the input, please make an appointment to see your child's teacher or myself at a mutually convenient time.

There are materials available to you as a parent to help you discuss this with your child, please contact the school if you would like to view these support materials.

Thank you for your time and cooperation,

Yours sincerely,

Patricia Maxwell

Head Teacher



