



Relationships Education and Health Education (RHE) Policy

Reviewed: January 2019
Ratified by the Governors:
Due for Revision: January 2019

School statement

RHE is lifelong learning about relationships, emotions and health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RHE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Pupils will be encouraged to talk openly and their questions answered honestly in a way that respects diversity of cultures and families

A. School

1. George Tomlinson Primary is a three-form entry community school set in the heart of Leytonstone. With an enrolment varying between 450 and 500 pupils.

B. Our School Ethos

1. The school encourages its pupils to consider and assess different viewpoints in relation to issues of morality. We acknowledge, promote and celebrate our community's diversity; it is at the core of who we are as a school. The diverse view points of our community have helped to inform and shape this policy as well as local public health profiles and data.
2. At George Tomlinson Primary School we offer an engaging and challenging curriculum that will drive the progress of every single child through an outstanding programme of teaching in mathematics and reading. We highly prize the creative arts and music tuition. French is taught from Reception to Year 6. Sports coaches deliver an engaging Physical Education curriculum with all children accessing and enjoying an active day. We believe passionately in the importance of children's physical, emotional, mental well-being and happiness as much as their academic successes and we deliver Mindfulness lessons, alongside the PSHE, SRE and Philosophy 4 Children curriculum to promote self-awareness and confidence in discussing and solving problems.
3. Our Behaviour Policy has been published after consultation with parents, staff and pupils and the following excerpts illustrate the ethos of our school and how excellent behaviour for learning is maintained.
 - *At George Tomlinson our code of conduct is based on 'The Golden Rules'. We use the behaviour system called 'Good to be Green' to reward and sanction good and poor behaviour. The principles of this policy are endorsed by all staff and pupils at George Tomlinson Primary school. Our Golden Rules are a way to instill important values into every area of school life and they will be displayed prominently in and around the school. The best way in which the school can operate with the maximum happiness and fulfillment for everybody is if the respect is shown for other people. Pupils at the school are expected to respect the dignity of other pupils, teachers and other staff in the*

school and have the right to expect that their own dignity will be respected and their views heard and valued.

Curriculum Content

The sex education elements contained in the National Curriculum for Science orders are mandatory for all pupils of Primary age. Relationships Education provided in the PSHCE curriculum is complementary to and distinct from the Science Curriculum.

C. Definition of Relationships Education

1. RSE is a developmental process through experiential learning in which pupils participate to help cultivate a healthy attitude towards themselves and others, particularly in the area of relationships.

D. Relationships Education within Personal, Social and Health Education

1. The *Draft Guidelines for RHE* (DfE, July 2018) state that Personal, Social and Health Education in primary school should “*put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, both on and offline. This will sit alongside the essential understanding of how to be healthy.*” The RHE programme is designed to follow this principle and pattern. Apart from the specific lessons of RE, PSHE covers other areas which would be pertinent to the development of a healthy attitude to oneself and one’s relationship with others. PSHE deals with many issues such as self-esteem, assertiveness, communication and decision making skills - all of which can contribute to the effectiveness of the RHE programme.

E. The aims of our Relationships Education programme

1. Relationships Education which is located in the overall framework of Personal, Social and Health Education, has as its specific aims:
 - a) Developing confidence in pupils to talk, listen and think about feelings and relationships
 - b) Enabling pupils to name parts of the body and describe how their bodies work
 - c) Equipping pupils to protect themselves and ask for help and support
 - d) Ensuring that pupils are prepared for puberty

F. Guidelines for the management and organisation of Relationships and Sex Education in our school

Arrangements regarding the teaching of the programme and the deployment of staff will be made by the Head Teacher in partnership with the PSHE Subject Lead.

By the end of Key Stage 1 Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans*
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce*
- That humans and animals can produce offspring and these grow into adults*
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and children
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing.

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

By the end of Key Stage 2 Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems

- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction*
- About the main stages of the human life cycle*
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- About, and accept, a wide range of different family arrangements

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents' or carers
- Why being different can provoke bullying and why this is unacceptable
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.

*These areas of PSHCE are taught within the science curriculum.

2. **Informing and Involving Parents:**

Parents are the primary educators of their children and their role in education concerning relationships education is seen by the school as very important. Relevant sections of this RHE policy will be included in the school's *Information for Parents* booklet, a Working Party of staff and governors has assembled to write and ratify this policy. A copy of this policy will be made available to any parent on request to the school Office.

3. **Offering Advice:**

The school's function is to provide pupils with a general education about wellbeing, health and relationships and not to offer individual advice, information or counselling on relationships or health - however sources of professional information and advice will be identified when appropriate. Teachers may provide pupils with education and information about where and from whom they can receive advice. Advice offered should not be directive and should be appropriate to the age of the pupil.

4. **Explicit Questions:**

It may not be appropriate to deal with some explicit questions in class. Teachers may choose to say that it is not appropriate to deal with that question at this time. If a teacher becomes concerned about a matter that has been raised he/she should seek advice from the PSHE Subject Lead, in the event of a disclosure being made, all safeguarding concerns will be reported directly to Verity Carter (Designated Safeguarding Lead), Chloe Alder (Deputy Designated Safeguarding Lead), Parisa Angeletos (Deputy Designated Safeguarding Lead) or Debbie Strowbridge (Nominated Safeguarding Governor) as outlined in the school's Safeguarding Policy. When deciding whether or not to answer questions the teacher should consider the age and readiness of the students, the RHE programme content, the ethos of the school and the RHE policy.

5. **Confidentiality:**

It is school policy that in circumstances where a pupil is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately to the Head Teacher and Designated Safeguarding Lead, in line with the Safeguarding Policy. The Designated Safeguarding Lead will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling.

The following is also school policy:

- a) teachers must make it clear to pupils that PSHE and RHE lessons address some sensitive topics and issues and we must respect each other's right to speak in general terms about issues without discussing specific events or individuals.
- a) teachers must not promise absolute confidentiality;
- b) pupils must be made aware that any incident may be conveyed to the Head Teacher and possibly to parents if the Head Teacher decides that it is in the best interests of the pupil to notify parents;
- c) teachers must use their professional judgement to decide whether confidence can be maintained having heard the information;
- d) teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential - the pupil can then decide whether to proceed or not.

The Child Protection Guidelines for Post Primary schools state in 4.1.1. and 4.2.1.

4.1.1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Safeguarding Lead. A written record of the report should be made and placed in a secure location by the Designated Safeguarding Lead. The need for confidentiality at all times, as previously referred to in Chapter 1 Paragraph 1.2 of these guidelines, should be borne in mind. The support of the school should continue to be made available to the child.

4.2.1 *If the Designated Safeguarding Lead is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to the relevant health board or authority immediately.*

6. **The division between biological and non-biological aspects of sex education:**

The school policy is that the biological aspects of reproduction will be taught comprehensively in year 7.

7. **Withdrawing pupils from the RHE programme:**

1. Relevant sections of this policy are made available to parents in the school publication entitled *Information for Parents* together with details about the parent's right to withdraw their child from sensitive aspects of the National Curriculum for Science for Year 6 only – parents will always be provided with a full copy of this policy following a request to do so.
2. Parents do not have to give reasons for withdrawal, but we respectfully invite them to meet with the PSHE Subject Lead and Head Teacher to discuss reasons for the child's withdrawal from the curriculum - sometimes we can then resolve misunderstandings. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent. (See also appendix 1)

8. **Using visiting speakers and others**

- a) It is school policy that most of the RHE programme is best discussed openly with teachers who are known and trusted by the pupils. However, visitors can enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of RHE.
- b) The PSHE Subject Lead will provide the visitor, well in advance of the visit, with a copy of this RHE policy. After gaining approval from the Head Teacher for the visit the organiser will make the visitor aware of the ethos of the school and the manner of delivery of the RSE programme. Issues to consider are:
 - i) the degree of explicitness of the content and presentation;
 - ii) which members of teaching staff will accompany the visitor?
 - iii) will the staff take an active role in the visitor's activities?
 - iv) how will the visitor be prepared for the visit?
 - v) what preparation will the class(es) need to do in advance?
 - vi) how will the visit be built upon and followed up?
- c) Visitors should be given advance notice of the composition of the class (EAL and SEND provision) and an idea of how their contribution fits into the PSHE Programme of Study.
- d) In order to inform the visitor of the precise requirements of a group and to make better use of the time of the visitor it is advisable for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the pupils in the visit and will make the experience more relevant for them - it also facilitates planning.

- e) The Office should be informed of the date and name of the visitor, the original DBS certificate of the individual should be given to the office in advance.
- f) The visitor should be welcomed at the main door and given a copy of the school's Safeguarding Policy.
- g) At the end of the session a vote of thanks should be given by a pupil and the visitor escorted to the main office.
- h) A written acknowledgement of their contribution should be sent to the visitor and could appear in the School Newsletter.

9. **Homosexuality**

All members of the school community should be treated within the context of equal opportunities. Any homophobia will be challenged and recorded in accordance with the school Behaviour Policy. (Further guidance is available in Stand Up for Us DfES 2004 and The Equality Act 2010, Department for Education Advice 2013)

10. **Puberty**

Both boys and girls should be prepared for puberty and girls should be prepared for menstruation before their periods start

11. **Special Needs**

Children with special needs may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others.

G. Ongoing support, development and review

Training:

1. All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and a preparedness to refer to more expert advice if necessary. The skills acquired in general teaching apply also to Relationships and Health Education. Furthermore, many teachers have training in related areas such as counselling. Some teachers have expert training in the specific areas of health and relationships education and will be encouraged to train other teachers.
2. The school will facilitate teachers to obtain expert training in this field, bearing in mind the overall budgetary framework and the need for the ongoing teaching and learning programme of the school to continue with as little disturbance as possible.

Resources:

The school will purchase appropriate RHE teaching materials which have been identified by staff as useful and which have been approved by the Head Teacher and the PSHE Association, within the normal budgetary framework and as general school resources allow.

Monitoring, evaluating and reviewing the RHE programme:

We are committed to monitoring and evaluating the effectiveness of this programme. Specifically important to the RHE Programme are:

- a) class PSHCE books
- b) pupil feedback;
- b) staff review and feedback;
- c) parental feedback.

Appendix 1

What we do if a request for withdrawal from the RHE programme is made by a parent:

- a) we discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them (initially such discussion takes place at a meeting with the Year Head and PSHCE Subject Lead, the Head Teacher may become involved if necessary)
- b) we consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the RHE programme and the entitlement of the other pupils, e.g. it may be appropriate and desirable to have single sex classes for some sections of the RHE programme;
- c) we attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education,
- d) we point out that pupils who have been withdrawn are vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the pupil and minimal disruption to the programme;
- e) we also point out that pupils may receive inaccurate information from their peers, the media, television or the internet
- f) we offer the parents access to appropriate information and resources which they can use to deliver the RHE curriculum content in the home setting.