***North Rigton Church of England Primary School* Policy for Relationships and Health Education (RHE)**

**Written by Mrs C Down (PSHE and RHE lead) September 2019**

Reference to statutory legislation, safeguarding, school responsibilities

Implementing the statutory requirements for September 2020 Relationships (and Sex Education) and Health Education will become statutory for all schools in September 2020. *The Fellowship* has decided to begin the consultation and planning process in September 2019 in order to be fully prepared for this date.

 We will continue to meet the current sex and relationship education statutory guidance from 2000. Sex and Relationship Education Guidance (2000) Ref: DfES 0116/2000. https://www.gov.uk/government/publications/sex-and-relationship-education

 This policy will complement and reference the safeguarding responsibilities as set out in the Keeping Children safe Guidance. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

The school is committed to equality and the requirements of the Equality Act 2010.

Consultation

* Pupils, parents/carers, governors and staff will be informed of how RHE will be delivered at different ages groups and how the school is approaching a wholistic policy to RHE teaching and development. There will be a consultation process regarding the content involving both children and parents using discussion groups and questionnaires. Children will also be offered a confidential ‘drop box’ to enable staff to support them effectively.
* Staff have been instrumental in designing the RHE curriculum and a training session has been planned for all teaching staff and assistants to ensure full coverage.
* The policy and access to relevant resources will be available to all interested parties on the school website and during the consultation process comments will be directed to the author, Mrs CA Down.

Reference to related school policies

This policy links to the following school policies:

* Safeguarding / child protection including confidentiality
* Behaviour policy including anti-bullying
* Online safety policy
* SEN policy
* ‘For Learning’ policy – which includes teaching, learning and assessment
* Equalities Duty
* Inclusion policy
* Mental health and emotional wellbeing policy

The definition for RHE

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

By the end of Year 6, pupils will have been taught content on:

• families and people who care for me

• caring friendships

• respectful relationships

• online relationships

• being safe

Health Education will give children 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.

By the end of Year 6, pupils will have been taught content on:

• 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

Within our school context a greater emphasis will be placed on healthy, respectful relationships according to our school values (see below). The majority of our children are in homes which have a strong focus on healthy lifestyles, and it is important that we present a balanced view of nutrition and exercise. As this document is written the school currently teaches puberty as part of the science curriculum and in a sensitive manner through PSHE sessions in Years 5 and 6. However, this may be subject to change through consultation as the maturity of pupils is changing.

The school’s statement of values and ethos

Please see appendix 1 for the overview of the school statement of values and ethos. It is important to see this as a whole as all aspects are interlinked.

Our school ethos is embedded from reception and referred to throughout every day in every lesson. Children are confident in describing what the values look like in action and they are visible in behaviour on a day to day basis. The values were designed in consultation with children, parents, staff and governors, and a great deal of time has been invested in them. Our reward systems all refer clearly to the values (MarvellousMe badges, yellow ribbons, white ribbons, house points, class of the week) and sanctions for poor behaviour are also referred to in this vocabulary. As a school we feel strongly that they contribute to the wellbeing of the children and impact enormously on relationships within the school, giving the children an emotional literacy in dealing with problems.

Statement of responsibilities of all stakeholders

Governors are aware of their responsibilities for the policy and provision of RHE in their schools and comply with statutory requirements. They recognise their responsibility for determining general policy, whilst acknowledging the responsibility of the headteacher and staff to use their professional expertise in delivering the curriculum in accordance with that policy. It is the responsibility of the governing body to check that the content and organisation of RHE complies with the policy approved by them. They will also support the named lead in consulting parents, staff and children.

Governors will:

· review and approve an up-to-date and fit-for-purpose RHE policy, in consultation with parents, carers and teachers;

· ensure that the policy is available to parents and carers;

· ensure that parents and carers know of their right to withdraw their children and young people;

· ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school, equality

· ensure that the policy provides proper and adequate coverage of relevant National Curriculum Science topics and the setting of RHE within Personal Social Health Education (PSHE);

· ensure that RHE provision is included in the school’s annual self-evaluation and that necessary improvements to it are included in the school development plan.

The headteacher takes overall delegated responsibility for the implementation of the RHE policy and its integration into the school’s curriculum and overall culture of school life. The headteacher will also liaise with the governing body, parents and carers, the diocese, Yorkshire Causeway Academy trust and any other appropriate agencies if requested by the lead teacher.

The headteacher has a particular duty to respect and support the primary role of parents in this field. Alternative arrangements will be made if parents express the right to withdraw children and young people from RHE and ensure that materials for parents are provided to help the children and young people with their learning. The head teacher will ensure that there is a statement in the school prospectus on RHE and that the details of the RHE curriculum are included on the school website.

PSHE co-ordinator – The PSHE coordinator has received extensive training on relationship and health education. The PSHE curriculum has been designed to cover all aspects of relationship and health education during every year group in a discreet teaching session, revisiting themes several times in different contexts. Great care has been made to also make links with science, ICT, RE. An appendix to this document will show how each subject is able to contribute to the overall provision. The coordinator will conduct consultation within the school amongst staff, pupils and parents as to the needs of our school in preparation for September 2020 and update this policy. Time will be allocated each term to listen to pupil voice about concerns and support will be given to staff to include further needs in their teaching.

Parents/Carers – Parents/carers will be made very clear about the school values and encouraged to support these in the home environment. Information about relationship and health education will be widely available on the website and during consultation and an open door to discuss them will be available, firstly with class teachers, then with the coordinator, base leader, headteacher as appropriate.

External agencies - Visitors to school will be expected to abide by and encouraged to refer to our school values. During the school year good use will be made of relevant external agents such as NSPCC, Crucial Crew, visitors on World Mental Health day and agents which are deemed relevant to particular needs of children within the school.

Parents/carers right to withdraw

During this consultation year parents will be given full information about what RHE means and involves and encouraged to contribute their views. A letter from the PSHE lead will make the responsibilities of the school clear and consult about whether sex education beyond puberty is appropriate in our setting. The policy and an overview will be available on the website, as well as links to helpful resources for use at home.

During this consultancy year we will continue with education about the changes during puberty led in a discreet session by the PSHE lead (male/female split) for the year 5/6 children but this may be subject to change after consultation. Before this session is delivered an email will be sent home with clear guidelines on what will be taught and a link to the resources used. Parents will understand that they have the right to withdraw their children from this session and the child will be given a relationship-based task to complete under the supervision of a teacher in a different year group. The PSHE lead will be available to answer any questions and support parents.

Working with external agencies

Extensive use will be made of opportunities to engage external agencies with specialist knowledge. For example, a yearly visit by the NSPCC and a visit by year 6 to Crucial Crew. However, there are also opportunities within projects to engage external agencies on aspects such as healthy living and the use of social media. Children within the school are also monitored for their wellbeing and social needs and experts may be invited in to support, for example JustBe.

Delivery of RHE and the curriculum

In appendix 2 is an overview of how RSE is approached in Reception.

In appendix 3 to this document is an overview of how PSHE is linked to RSE, with progression of knowledge, skills and vocabulary being given a deeper description in the PSHE curriculum document.

Appendix 4 shows how RE, ICT, science and our school values all contribute to teaching in each year group, demonstrating progression through time.

Appendix 5 shows the clear intended outcomes at the end of Year 6.

As the school is holistically committed to the teaching of RHE it will not be assessed on an attainment level but rather the PSHE lead will consult with the pupils within the school on a termly basis. Currently we do not have any children who cannot access the teaching on RHE and so a verbal feedback which is recorded by the lead teacher will advise and formulate plans for the following term and be fed back to all staff. It is believed within our school that evidence should be demonstrated by the behaviour and actions of the children rather than written or photographic evidence.

Confidentiality and Safeguarding issues are addressed

The staff within the school are all trained on both confidentiality and safeguarding. We have a clear safeguarding policy which all staff are required to read and discuss with the safeguarding lead. All staff will make it clear to a child that what they speak to them about is confidential unless they feel they may be at harm, then the issue will be addressed with the safeguarding lead. We also have a member of staff who is ELSA trained who can take on some of these responsibilities.

Pupils are advised where to get confidential advice, including class teacher, PSHE lead, ELSA, base leader/safeguarding leader, headteacher.

Other aspects for our school to consider

As our demographic is majority white middle class our children have very little exposure to different races, colours, religions and family combinations. It is important that we use PSHE and RHE to teach them understanding of these different concepts. We address this by links with other schools and visits to the religious places of other faiths in addition to class teaching of RE and PSHE.