The Fellowship of All Saints Kirkby Overblow and North Rigton CE Schools **Policy for Relationships and Health Education (RHE)**

Issue number	Author	Date written/reviewed	Approved by Governing Body	Comments
1	C. Down	June 2021		
2	A Foster	February 2024	March 2024	
3	G.Brown	April 2026		

Reference to statutory legislation, safeguarding, school responsibilities

The teaching of Relationships Education and Health Education (RHE) is now statutory and this document has been prepared to demonstrate our commitment to this.

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

Consultation

- Pupils, parents/carers, governors and staff have been informed of how RHE will be delivered at different ages groups and how the school is approaching a holistic policy to RHE teaching and development. Children have been consulted using small discussion groups and parents via an electronic questionnaire.
- Staff have been instrumental in designing the RHE curriculum and regular training sessions are delivered for all teaching staff.
- 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 PSHE lead, Miss Brown.

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, kind relationships

• online safety and awareness

• 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.

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. As in all of RSHE, care should be taken to avoid exposing pupils to concepts which are not appropriate for them.

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

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

Within our Fellowship context a greater emphasis will be placed on healthy, respectful relationships according to our school values (see below). We recognise the importance of promoting healthy lifestyles and presenting a balanced view of nutrition, physical activity and wellbeing. After consultation with parents 'The Changing Adolescent Body' will be begun in Year 3 and 4 with health and hygiene and puberty will be covered in Year 5 and 6 (including menstruation and wet dreams). In Year 6, pupils will receive a separate lesson on Sex Education, including how human reproduction occurs. This lesson goes beyond the statutory requirements of Relationships Education, Health Education and the National Curriculum for Science. Parents/carers may request that their child be withdrawn from this lesson.

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 Fellowship ethos is embedded from reception classes 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 (Messages via Tapestry, yellow ribbons, white ribbons, noticing tags, certificates) and consequences for behaviours outside of our values are also referred to in this vocabulary. We follow a restorative practice, underpinned by the work of educationalist Paul Dix. As a Fellowship 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 conflict.

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 understand that Relationships Education and Health Education are statutory subjects and that parents do not have the right to withdraw their child from these elements of the curriculum. Governors will also ensure that parents are aware of their right to request withdrawal from any non-statutory Sex Education taught beyond the National Curriculum requirements for science.
- 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 each school's curriculum and overall culture of Fellowship and 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

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 Fellowship website.

PSHE co-ordinator – The PSHE coordinator has received extensive training on Relationships Education and Health Education (RHE). The PSHE curriculum has been designed to cover all aspects of RHE 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. The coordinator has conducted a consultation within the Fellowship amongst staff, pupils and parents as to the needs of our school and updated 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 each school's values and encouraged to support these in the home environment. Information about Relationships Education and Health Education (RHE) will be available on the website. During any consultation period an open door will be available to discuss any questions, firstly with class teachers, then with the coordinator, assistant headteacher, 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 Fellowship.

Parents'/Carers' Right to Withdraw

Relationships and Health Education (RHE) is a statutory part of the primary school curriculum. As such, parents/carers do **not** have the right to withdraw their child from the Relationships Education or Health Education elements of the programme.

Parents/carers will be provided with clear information about the aims, content and delivery of RHE and will be encouraged to share their views. This policy, together with an overview of the curriculum and links to supporting resources for use at home, will be available on the school website.

In Year 6, pupils will receive a separate lesson on **Sex Education**, which goes beyond the statutory requirements of Relationships and Health Education. Parents/carers have the right to request that their child be withdrawn from this lesson. Any requests should be discussed with the Headteacher. Appropriate alternative educational arrangements will be made for pupils who are withdrawn from the Sex Education lesson.

The school is committed to working in partnership with parents/carers and recognises their role in supporting their child's learning. Parents/carers are welcome to view the resources and teaching materials used to deliver RHE and Sex Education and may contact the school to arrange this. Materials and information will also be made available to help parents/carers support their child's learning at home.

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 Fellowship are also monitored for their wellbeing and social needs. Experts may be invited in to support, for example the SEN inclusion hub or the emotional resilience team.

Delivery of RHE and the curriculum

Please refer to our PSHE curriculum to see how RHE is taught in our school.

Assessment is recorded on our school's PEA's document as 'Growing', 'Blossoming' or 'Flourishing'. There is no requirement within the school to record units of work in books as this is a discussion led subject.

The school recognises that pupils with Special Educational Needs and Disabilities (SEND) may require teaching to be adapted to meet their individual needs. Relationships and Health Education will be accessible to all pupils and appropriate support will be provided to enable every child to access the curriculum.

Confidentiality and Safeguarding issues are addressed

All staff in both schools are 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 believe a child may be at risk of harm, in which case the concern will be shared with the Designated Safeguarding Lead in line with the school's safeguarding procedures.

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

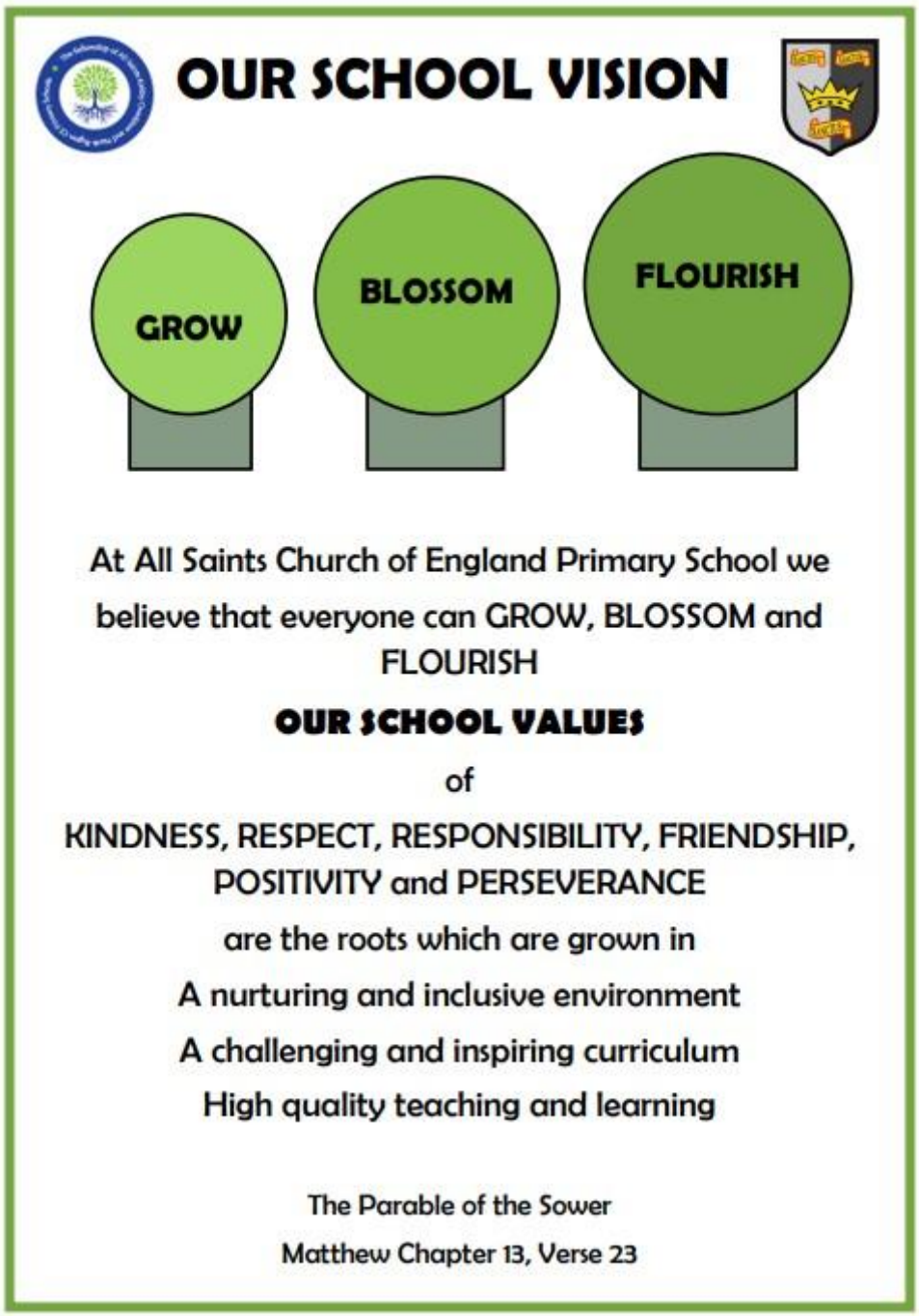
Other aspects for our Fellowship to consider

We recognise the importance of preparing pupils for life in modern Britain. Through our PSHE, RHE and RE curricula, children learn about and celebrate diversity, including different cultures, faiths, ethnicities, family structures and life experiences. This helps pupils develop respect, understanding and appreciation of the wider world and the communities within it.

We further the children's knowledge through storybooks such as 'no outsiders in our school', 'tango makes three' 'chocolate milk, por favor' and we provide visits to places of worship from a range of faith traditions in addition to class teaching of RE and PSHE.

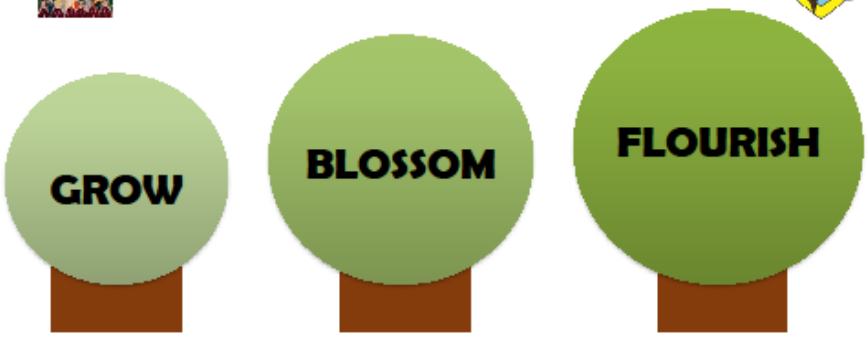
APPENDIX 1

How our school values support RHE at North Rigton and All Saints





OUR SCHOOL VISION



OUR SCHOOL ETHOS

At North Rigton Church of England Primary School we believe that everyone can GROW, BLOSSOM and FLOURISH.

Rooted in our **VALUES**
of
COMPASSION, INDEPENDENCE, RESPECT, KOINONIA, POSITIVITY and PERSEVERANCE.

We just add the water of...

- A nurturing and caring environment
- A challenging and relevant curriculum
- High quality teaching and learning

OUR SCHOOL MISSION

Is to equip everyone with everything they need to continue to GROW, BLOSSOM and FLOURISH – whoever they are, wherever they may be and whatever they may become.

The Parable of the Mustard Seed
Mark Chapter 4 verses 30 – 32
Jesus said, *"How can I describe the Kingdom of God? What story should I use to illustrate it? It is like a mustard seed planted in the ground. It is the smallest of all seeds, but it becomes the largest of all garden plants; it grows long branches, and birds can make nests in its shade."*