



The Ryleys

Girls & Boys Preparatory School

Relationships and Health Education (RHE) Policy

September 2022

Contents

- 1. Introduction and Aims**
 - 2. Statutory Requirements**
 - 3. Policy Development**
 - 4. Definition**
 - 5. Curriculum**
 - 6. Delivery of RHE**
 - 7. Roles and Responsibilities**
 - 8. Pupils**
 - 9. Parents' Right to Withdraw**
 - 10. Training**
 - 11. Monitoring Arrangements**
- Appendices**

1. Introduction and Aims

Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment. This policy applies to all students, including those in the Early Years.

Philosophy

Relationship and Health Education describes the teaching and learning we offer to the pupils in our school, helping to inform their decision making and develop their relationship skills. RHE is a crucial part of preparing children for their lives, both now and in the future, as adults. It is important that young people have the opportunity to understand themselves and others around them. They want and need reassurance about body image, behaviour and relationships; consequently, careful and sensitive treatment is called for when dealing with such issues.

The purpose of this policy is to ensure that our Relationships and Health Education supports our school ethos and fulfils our school aims.

- a. This policy forms part of the curriculum.
- b. We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
- c. A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment and is underpinned by Wellbeing.

The aims of RHE at our school are to:

- 1) Provide a framework in which sensitive discussions can take place.
- 2) Prepare older pupils for puberty, give them an understanding of sexual development and the importance of health and hygiene.
- 3) Help pupils develop feelings of self-respect, confidence and empathy.
- 4) Create a positive culture around sexuality and relationships.
- 5) Teach pupils the correct vocabulary to describe themselves and their bodies.
- 6) Help pupils understand that healthy relationships are an important part of wellbeing.
- 7) Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community.

2. Statutory Requirements

Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RHE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviour of everyone.

As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships and health education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

3. Policy Development

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

- a. Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- b. The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- c. Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- d. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- e. Ratification – once amendments were made, the policy was published.
- f. Policy review – this policy will be reviewed in September 2023

4. Definition

RHE involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, including the importance of stable and loving relationships and marriage for family life, respect, love and care. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. RHE is not about the promotion of sexual activity, sexual orientation or a specific sexual identity.

5. Curriculum

- a. Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- b. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of students.
- c. Sex education is not compulsory in primary schools; however, we cover the elements, outlined below, in primary sex education in science.

Primary sex education will focus on:

- Preparing all students for the changes that adolescence brings; and
- How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
- ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

6. Delivery of RHE

Our RHE is taught as part of our PSHE curriculum using the MyHappyMind SOW and PSHE Association resources. The PSHE course is delivered to all pupils through discrete lessons each week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded within the curriculum (e.g. science, beliefs and values, global perspectives, English, computing, PE)

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

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, LGBTQ+ 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).

7. Roles and Responsibilities

PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is PSHE co-ordinator. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

The Headteacher

The Headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RHE (see section 8).

The Chair of Governors

The Chair of Governors will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
the subjects are well led, effectively managed and well planned
- teaching is delivered in ways that are accessible to all pupils with SEND (see below)
- teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

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; and
- Responding appropriately to students 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. Form Tutors and PSHE teachers deliver the PSHE programme with support from the PSHE co-ordinator.

8. Pupils

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

Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RHE is accessible for all pupils. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Enhancement Department, led by the SENCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, The Ryleys School is mindful of preparing pupils for adulthood.

The Ryleys School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RHE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9. Parents' right to withdraw

If parents require more information on RHE for primary aged children, this is a useful information source of information for them:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

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 which is taught within the science curriculum in Year 5.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

10. Training

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

The Headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHE.

11. Monitoring Arrangements

The delivery of RHE is monitored by the Headteacher and PSHE co-ordinator through work scrutiny, lesson observations and learning walks.

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

Appendix 1: Curriculum Map

Relationships and Health Education Curriculum Map – full curriculum information is available in the MyHappyMind Scheme of Work

YEAR GROUP	TOPIC DETAIL
Reception	<p>Identify the role of different people in their lives Learn about what is kind and unkind behaviour Understand privacy and who to tell if they feel uncomfortable</p>
Year 1	<p>Identify the people who love and care for them. Recognise how people make friends and what makes a good friendship. Understand how to respond if physical contact makes them feel comfortable or unsafe.</p>
Year 2	<p>To name the main parts of the body including external genitalia. Recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private. Understanding the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). Learning about the different types of families including those that may be different to their own.</p>
Year 3	<p>Recognising the different types of relationships Physical contact: what is acceptable and what is unacceptable Realising the importance of seeking support if feeling lonely or excluded. Looking at the impact of bullying, including offline and online, and the consequences of hurtful behaviour Understanding the meaning of privacy and personal boundaries.</p>
Year 4	<p>Physical contact: what is acceptable and what is unacceptable Recognising and respecting that there are different types of family structure. Recognising different types of relationships what makes them positive Understanding what constitutes a healthy friendship. Understanding about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p>
Year 5	<p>Recognise strategies for recognising and managing peer influence and a desire for peer approval in friendships. Understand that people who love and care for each other can be in a committed relationship, living together, but may also live apart. Understanding when to keep something confidential or secret. Understand marriage and civil partnership as a legal declaration of commitment.</p>

Year 6

Understand that people may be attracted to someone romantically, emotionally and sexually.

Learning about seeking and giving permission (consent) in different situations.

Looking at the process of puberty and the emotional and physical changes that come with it.

Listening and responding respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own.

Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable.

Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

- 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 e.g., family, school and/or other sources

Appendix 3: Parent form: Withdrawal from sex education as part of the Year 5 science curriculum

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Relationships and Health Education (RHE) Policy

Ownership and consultation	
Document author (name)	Julia Langford (Headteacher)
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Audience	
Audience	All school staff

Review cycle	Annually
Implementation date	September 2022
Review date	September 2023

Related documentation	
Related documentation	Curriculum Policy SEND Policy EAL Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards PSHE Policy