



Health & Relationships Education Policy

Author of Policy	S Thompson
Policy Approved by	Local Academy Council
Date	November 2024
Review Date	November 2025



This policy has been developed in conjunction with the Pendle Faith and Schools Together (FAST) working group, aimed at ensuring that schools and community faith organisations are collaborating of effectively supporting the development of children and young people in a consistent manner.

From September 2020, the teaching of Health and Relationships Education (HRE) at Primary School became compulsory and sits alongside the Personal, Social, Health, Emotional (PSHE) and Science curriculums. Within the Pendle district, our approach will be one of ensuring that our learners are provided with the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends; how to treat each other with kindness (developing and maintaining positive relationships and dealing with negative relationships) and recognising the difference between online and offline friendships. Children will learn to understand and respect differences between their own and others' families, recognising that not all family units may look the same. We will teach this aspect within the context of our aims and values which is part of our wider Spiritual, Moral, Social and Cultural Education (SMSC).

Within the Pendle community, and in line with DfE Guidelines, PSHE and HRE Programmes of Study are designed to help children from all backgrounds build positive and safe relationships, to thrive in modern Britain and to make a positive contribution to society. In addition to the consultation with stakeholders, faith and community leaders, as representatives of our school communities, have also been consulted. This policy is available to parents and carers through the school's website.

Schools will develop their own curriculum based on the National Curriculum statutory guidelines. Schools within Pendle will use their overviews and will make choices on when and in which year group topics will be introduced, suiting the design of their wider curriculum, whilst ensuring full coverage of the statutory requirements of the DfE's guidance. It is important to note that the curriculum is clearly mapped out to ensure that sensitive topics are taught in an age appropriate way with clear progression. In addition, we will ensure HRE is matched to the needs of our pupils by taking into account the emotional maturity of the pupils, as well as any SEND, and pitching lessons appropriately.

1. Objectives of Health & Relationship Education at Pendle Primary Academy

At Pendle Primary Academy Health & Relationships Education aims to teach children to:

- be inclusive of difference and challenge stereotypes and prejudice
- respect the views of other people
- develop an awareness of personal safety including what they should do if they are worried
- have the confidence to say and do what is right



- understand the dangers associated with online technologies and develop strategies to keep safe
- contribute to a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence
- promote positive relationships with others, rooted in trust and respect
- recognise the importance of a committed, long-term, and supportive relationships and the importance of family life
- learn the importance of self-control and cope with the influences of their peers and the media
- challenge body image and stereotypes, particularly in the media, and promote respect and care for their bodies
- acquire medically and factually correct knowledge
- prepare them for puberty and adulthood
- access information and support where required

Our full curriculum coverage document is available on the school's website.

2. Why is HRE important?

Effective HRE is essential if young people are to make responsible and well-informed decisions about their lives. The objective of Relationships Education is to help and support young people through their physical, emotional and moral development. It will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

High quality relationship education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- HRE plays a vital part in meeting schools' safeguarding requirements. We offer a preventative programme that enables pupils to learn about safety and risks in relationships.
- Learners need to be encouraged to talk to their parent, carers and other trusted adults.
- Learners need to be prepared for the experiences, opportunities and challenges of everyday life through discussing issues at an age appropriate level.
- Children and young people need to be prepared for the physical and emotional changes they undergo at puberty.



3. A Preventative Curriculum

Schools are seen as having an important role in the delivery of the preventative curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still underreported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues. This supports the preventative curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

We provide children with the skills to recognise abusive behaviour and understand that abusive relationships are never acceptable or right. We support our children by:

- Introducing a whole school ethos that demonstrates that abuse in all its different forms is unacceptable
- Responding to disclosures and child protection concerns quickly and efficiently
- Promoting a listening school ethos
- Offering appropriate support for children and staff dealing with abuse
- Offering children opportunities to build self-esteem and confidence and to develop respectful relationships
- Working with outside providers to develop a broad range of curriculum enhancement activities
- Highlighting children's rights

Class teachers teach HRE through different aspects of the curriculum. While we carry out the main relationship education teaching in our PSHE curriculum, we also teach some relationships education through other subject areas (for example Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding, including of his or her body, and how it is changing and developing. All maintained schools must teach the following as part of the National Curriculum for Science. At Key Stages 1 and 2, this includes teaching about the main body parts and changes to the human body as it grows from birth to old age, including puberty at Key Stage 2. There is no right to withdraw from the National Curriculum.

Tricky Questions

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject, there may be times when children



ask questions out of the context of a planned session. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for HRE. If children do ask about issues linked to topics, they will be dealt with appropriately and sensitively.

There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own, later or refers them to speak to their parent. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of HRE.

4. The Role of Parents and Other Professionals

The school is aware that the primary role in children's Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting these objectives, we will:

- inform parents about the HRE policy and practice
- answer any questions that parents may have about HRE
- take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school
- seek the views of parents and encourage them to be involved in reviewing the HRE policy
- inform parents about the best practice known with regard to relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents do not have the right to withdraw pupils from Relationships Education – Pendle Primary Academy, in line with many other primary schools in Pendle, does engage with the non-statutory primary school Sex Education Curriculum. Where children ask questions which go beyond the coverage of the statutory Science and Health Education syllabus, staff will not immediately answer this, instead referring the matter to parents as described in the 'Tricky Questions' section.

We encourage other valued members of the community to work with us to provide advice and support. In particular, members of the Local Health Authority, such as the school nurse



and other health professionals, give us valuable support with Relationships Education programme. We believe that visitors should complement and never substitute or replace planned provision and it is the curriculum leadership team's, along with class teachers', responsibility to plan the curriculum and lessons.

5. SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to a Health & Relationships Education which meets their needs. We will ensure that pupils with SEND receive access to HRE through appropriately differentiating the curriculum and support offered to these children. Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as an additional language to ensure that all can fully access HRE provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by ensuring that everyone has a right to be listened to.

We will use HRE as a vehicle to address diversity issues and to ensure equality for all by ensuring that we break down misconceptions, prejudices and behaviours.

6. Assessment in HRE

HRE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in HRE education focuses on learning, set against the lesson objectives and outcomes.

It is important to recognise that assessment in HRE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed. Assessment in HRE will be consistent with the school's assessment systems for other subjects.

7. Monitoring and Review

Monitoring is the responsibility of the Principal. This policy will be reviewed annually.

