Pendle
Education Trust

Pendle Primary Academy

Relationships and Health Education Policy

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1. Aims

The aims of relationships, sex and health education (RHE) at our school are to:

Provide a framework in which sensitive discussions can take place

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity

Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health

Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RHE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Pendle Primary Academy, we teach RHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with parents/carers. The consultation can be found on the school's website, and remains live throughout the academic year.

4. Definition

For the purpose of this policy:

Relationships and health education will:

Teach the skills and knowledge that form the building blocks of all positive relationships

Support children from the start of their education to grow into kind, caring adults who:

- Have respect for others
- Know how to keep themselves safe
- Have emotional awareness

Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors

Emphasise the relationship between physical health and mental wellbeing

Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

At Pendle Primary Academy, following consultation with parents and carers, we do not teach sex education beyond what is covered in the statutory science curriculum

5. Curriculum

Our RHE curriculum is published on the school's website, but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed, and don't seek answers online. Where a teacher feels uncomfortable in answering a question (for example because thee answer would go beyond the statutory science curriculum about human reproduction), parents will be invited into school to agree upon an appropriate way of addressing the child's curiosity. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

Core knowledge is sectioned into units of manageable size

The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work

Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

"Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

Families and people who care for me

Caring friendships

Respectful, kind relationships

Online safety and awareness

Being safe

Health education will:

Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors

Emphasise the relationship between physical health and mental wellbeing

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is accessible to pupils with SEND

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

Are aligned with the teaching requirements set out in the statutory RHE guidance

Would support pupils in applying their knowledge in different contexts and settings

Are age-appropriate, given the age and maturity of the pupils

Are evidence-based and contain robust facts and statistics

Fit into our curriculum plan

Are from credible sources

Are compatible with effective teaching approaches

Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Are accessible for all pupils, including those with SEND
- Are sensitive to pupils' needs
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case-study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials and lesson plans that the agency may use

Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people

Make sure the visitor understands and agrees in advance:

- How confidentiality will work in any lesson
- How safeguarding reports should be dealt with, in line with our school policies

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

Inform all external organisations that the school is legally obliged to share all content with parents and carers

Share all external materials with parents and carers

- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The Local Academy Council

The Local Academy Council will hold the Principal to account for the implementation of this policy. The Local Academy Council has delegated the approval of this policy to the Principal.

The Local Academy Council will ensure that:

- All pupils make progress in achieving the expected educational outcomes • teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The Principal

The Principal is responsible for making sure that RHE is taught consistently across the school, for sharing all resources and materials with parents and carers.

8.3 Staff

Staff are responsible for:

- Delivering RHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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 Principal.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education, as the school does not engage with the non-statutory elements of the sex education curriculum.

10. Training

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE as required.

11. Monitoring arrangements

This policy will be reviewed and approved by the Principal, in line with Local Academy Council's delegation of responsibilities.