



ELMS FARM RELATIONSHIPS & HEALTH EDUCATION POLICY

THIS DOCUMENT IS a statement of the aims, principles and procedures for the Relationships & Health Education at Elms Farm Primary School.

IT WAS DEVELOPED in Spring 2021 through a process of consultation with staff, governors, parents and Local Authority procedures.

IT WAS APPROVED by the governing body in June 2021. Reviewed December 2023

REVIEW: Aut 2024

1. PURPOSE

To ensure that those with access to the virtual purchase card use it in line with agreed financial controls, recommendations and legalities in a consistent way.

2. OUR SCHOOL CONTEXT

Our school community comes from a wide and diverse society. A large proportion of pupils are eligible for the pupil premium funding and this is used to provide additional support for those pupils for their wellbeing and academic achievements.

3. SCHOOL VISION & RATIONALE

3.1 From September 2020 it is a legal requirement to teach Relationships and Health Education at primary school and parents **do not** have a legal right to withdraw their child(ren) from teaching on these subjects.

3.2 The DFE guidance defines RHE as:

“lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”.

3.3 The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”

3.4 Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society. Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school. We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

3.5 RHE has an integral part to play in building pupils’ mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.



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4. POLICY DEVELOPMENT & CONSULTATION

4.1 The policy has been developed through consultation with our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

4.2 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- DfE (2023) 'Keeping children safe in education 2023' (KCSIE)
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (updated 2021): DFE
- OFSTED School Inspection Handbook 2019 (updated 2021)
- United Nations Convention on the Rights of the Child

5. EQUAL OPPORTUNITIES

5.1 The school's Relationships and Health Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010. These are directly linked in unit plans.

5.2 We will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children.

5.3 We will ensure RHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, age, levels of maturity, cultural heritage and personal circumstances; (for example their own experiences of family) and is taught in a way that does not subject pupils to discrimination.



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6. THE RELATIONSHIP, HEALTH EDUCATION CURRICULUM

6.1 At Elms Farm Primary School, understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about the understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

6.2 Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

6.3 The school has decided following consultation with parents that it will only provide teaching about sex education is that which is included in the National Curriculum for Science.

6.4 Aims of the RHE Curriculum:

- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually
- Relationship Education provides a foundation for further work at secondary school
- To help young people to respect themselves and others
- To support pupils through their physical, emotional and moral development
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene
- To help pupils understand the significance of marriage and stable relationships and its importance for family life *Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances*
- To help pupils move more confidently and responsibly into and through adolescence
- To help pupils to understand a range of views and beliefs about relationships
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs



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6.5 RHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

6.6 MORAL AND VALUES FRAMEWORK

THE PROGRAMME WILL REFLECT THE SCHOOL PHILOSOPHY AND ETHOS TO ENCOURAGE THE FOLLOWING VALUES:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

7. PLANNING AND DELIVERY OF THE PROGRAMME

7.1 This scheme of work has been planned by school staff and supporting external agencies. An overview of the RHE Curriculum is included in Appendix 1. Further unit overviews can be found on our school website, or at:

https://www.birmingham.gov.uk/downloads/file/16430/rshe_primary_schools

7.2 The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected

7.3 The discrete puberty programme will be taught in Years 5 & 6 in selected single sex groups by trained, confident staff

7.4 Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school

7.5 Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated

7.6 Resources used have been selected through the parent and staff partnership and the materials selected are appropriate for each year group and enhance the learning



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7.7 The school will use direct teaching via timetabled lessons to teach RHE. Pupils will be taught RHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

8.0 ROLES AND RESPONSIBILITIES

8.1 Head Teacher and Governors

- Ensure the framework is followed
- Ensure that this policy is made available to parents
- When developing and amending this policy, work with parents and listen to their views

8.2 PSHE/RHE Subject Leader

The co-ordinator with the Head Teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for safeguarding)

8.3 Teaching Staff

- Implement this policy with the guidance of senior leaders in the school
- Ensure that the policy is followed in applied practice
- Liaise with the governors on the teaching of RHE and (Sex Education) in school as required
- Liaise with parents and feedback any concerns, following the school's usual procedures
- Respond to the needs of pupils, following the school's usual procedures

9.0 SPECIFIC ISSUES

9.1 SAFEGAURDING, SENSITIVE ISSUES & SAFEGUARDING

9.1.1 At the heart of Relationships Education, Relationships and Sex Education and Health Education, there is a focus on keeping children safe and the role that schools can play in preventative education. There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of illegal activity or other doubtful, dubious or harmful activity.



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9.1.2 Due to the nature of the matters discussed in RHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

9.1.2 Teachers will be supported in teaching about sensitive subjects such and give particular considerations to planning around these issues and ensuring material is focused on prevention.

9.1.3 Good practice allows children an open forum to discuss potentially sensitive issues. This in turn can lead to an increase in children disclosing abuse, or of teachers becoming aware of concerns about a child's wellbeing. Staff should follow the school's safeguarding procedures.

9.1.4 RHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

9.1.4 Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures)

9.1.5 The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

9.1.6 Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the RHE curriculum

9.2 ANSWERING DIFFICULT QUESTIONS

- If a pupil/student asks a difficult question during a whole class session, staff will be expected to answer honestly and factually
- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery



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- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles
- Teachers will focus heavily on the importance of healthy relationships
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a Senior Leader or DSL, depending on the concern

9.3 CHANGING FACILITIES FOR PHYSICAL EDUCATION; Upper Key Stage 2

9.3.1 In our school we ensure that pupils are offered privacy when changing for physical education. Separate facilities will be offered to maintain privacy and self-esteem

9.4 WORKING WITH PARENTS

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role. On an annual basis parents will be specifically informed about the discrete lessons on sex education and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place.

Parents will be consulted when this Relationship and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request.

Parents can raise questions on this policy in writing, by phone or by making an appointment with HT/PSHE Lead. Any complaints will be addressed through the school's complaints procedure.

9.5 PROVISION FOR MENSTRUATION

The Pastoral Team will be available to support pupils and will have all the necessary resources.

Sanitary disposal units are situated in the Junior Girl's toilet and disabled toilets.

10. MONITORING AND EVALUATION

This policy will be managed by the PSHE Co-ordinator, head teacher and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing body. The policy will be reviewed annually. Any changes to this policy will be communicated to all staff and other relevant parties.



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11. DISSEMNATION OF THIS POLICY

A summary of this policy will appear in the school prospectus and on the website. Parents will be supplied with a full copy on request. The policy will be communicated to all staff and governors.

RATIFIED BY

PSHE Lead Date

Head Teacher/ Principal

Governor

REVIEW DATE: JUNE 2021 (Annually)



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APPENDIX 1: RELATIONSHIP, HEALTH EDUCATION CURRICULUM OVERVIEW

Year Group	Relationship Theme	Health & Wellbeing Theme	Guidance	Links to PSHE Framework
Y1	My Friends and Me	Being Healthy	<ul style="list-style-type: none"> • Caring friendships • Respectful relationships • Mental wellbeing • Basic first aid • Health Prevention 	R6, R9, R12 H1, H3, H6, H7, H12 L10
Y2	Being Safe	Healthy Living	<ul style="list-style-type: none"> • Being safe • Online relationships • Respectful relationships • Families and people who care for me • Healthy eating • Physical health and fitness • Internet safety and harms 	R1, R3, R12, R10, H1, H2, H3, H4, H13, H16
Y3	Understanding the Wider World	Healthy Lifestyle	<ul style="list-style-type: none"> • Families and people who care for me • Respectful relationships • Mental wellbeing • Physical health and fitness • Health prevention • Healthy eating 	H1, H2, H4, H6, H23, R1, R2, R3, R10, R12, R13, R14, R18 L6
Y4	Understanding and Appreciating Positive Relationships	Healthy Behaviours Online & Offline	<ul style="list-style-type: none"> • Families and people who care for me • Respectful relationships • Being safe • Health prevention • Internet safety and harms 	R2, R3, R4, R5, H7, H14, H23, H24 L2, L6, L18
Y5	Keeping Safe in Virtual and Physical Relationships	Healthy Mind & Body	<ul style="list-style-type: none"> • Caring friendships • Being safe • Online relationships 	R2, R3, R5, R9, R12, R18 H2, H6, H7, H13, H14, H15, H17, H18, H19, H22, H23 L2, L10, L6, L18
Y6	Challenging Stereotypes and Prejudices Through Topical Issues	Healthy Choices	<ul style="list-style-type: none"> • Respectful relationships • Being safe • Families and people who care for me • Online relationships 	H1, H2, H4, H13, H14, H17, H18, H19, H25, H20, H23 L18, R2, R14, R16, R24