

# **Leedon Lower School**

## **Relationships and Health Education Policy**

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## **Statement of intent**

At Leedon Lower School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education (this happens in upper key stage 2 – Year 5 and 6). State-funded primary schools are also required to teach health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

## **1. Legal framework**

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

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behavioural and Anti-Bullying Policy
- SEND Policy
- Equal Opportunities Policy
- Equality Policy
- Online Safety Policy

## **2. Roles and responsibilities**

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.

- Reviewing this policy on a two-yearly basis.

The PSHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationship curriculum and the health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE subject leader to evaluate the quality of provision.

The SENDCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of LSAs in order to meet pupils' individual needs.

### **3. Organisation of the curriculum**

Every primary school is required to deliver statutory relationships education and health education. The delivery of relationships education and of health education is concurrent and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- “Relationships education” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- “Health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ [guidance](#).

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Emailing [leedon@leedonlowerschool.co.uk](mailto:leedon@leedonlowerschool.co.uk)
- Speaking to the class teacher or PSHE subject leader.

## **4. Consultation with parents**

The school understands the important role parents play in enhancing their children’s understanding of relationships and health. The school works closely with parents by establishing open communication about the content and delivery of the relationships and health education. This policy is created in collaboration with parents, who are invited to view and comment on it before its adoption by the governing body.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group

## **5. Relationships and Health Curriculum content**

The school is free to determine, within the statutory curriculum content outlined in section 3, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to middle school.

## **6. Relationships education by year group**

### **In Reception, children learn to:**

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

### **In Year 1, children learn about**

- Families and friendships: The roles of different people in their lives; families; feeling cared for.
- Safe relationships: Recognising privacy; staying safe; seeking permission.
- Respecting ourselves and others: How behaviour affects others; being polite and respectful.

### **In Year 2, children learn about**

- Families and friendships: Making friends; feeling lonely and getting help.
- Safe relationships: Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.
- Respecting ourselves and others: Recognising things in common and differences; playing and working cooperatively; sharing opinions.

### **In Year 3, children learn about**

- Families and friendships: What makes a family; features of family life.
- Safe relationships: Personal boundaries; safely responding to others; the impact of hurtful behaviour.
- Respecting ourselves and others: Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.
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### **In Year 4, children learn about**

- Families and friendships: Positive friendships, including online.
- Safe relationships: Responding to hurtful behaviour; managing confidentiality; recognising risks online.
- Respecting ourselves and others: Respecting differences and similarities; discussing difference sensitively.

## 7. Health education by year group

### In Reception, children learn to:

- Manage their personal hygiene needs
- Know and talk about the different factors that support their overall health and wellbeing:
  - regular physical activity
  - healthy eating
  - brushing teeth
  - sensible amounts of 'screen time'
  - having a good sleep routine
  - being a safe pedestrian

### In Year 1, children learn about

- Physical health and mental wellbeing: Keeping healthy; food and exercise; hygiene routines; sun safety.
- Growing and changing: Recognising what makes them unique and special; feelings; managing when things go wrong.
- Keeping safe: How rules and age restrictions help us; keeping safe online.

### In Year 2, children learn about

- Physical health and mental wellbeing: Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.
- Growing and changing: Growing older; naming body parts; moving class or year.
- Keeping safe: Safety in different environments; risk and safety at home; emergencies.

### In Year 3, children learn about

- Physical health and mental wellbeing: Health choices and habits; what affects feelings; expressing feelings.
- Growing and changing: Personal strengths and achievements; managing and reframing setbacks.
- Keeping safe: Risks and hazards; safety in the local environment and unfamiliar places.

### In Year 4, children learn about

- Physical health and mental wellbeing: Maintaining a balanced lifestyle; oral hygiene and dental care.
- Growing and changing: Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.
- Keeping safe: Medicines and household products; drugs common to everyday life.



**All children participate in our school Values Education, which supports and enhances the Relationships and Health education curriculum. Monthly values are taught, as follows:**

- September - Respect
- October - Perseverance
- November - Responsibility
- December - Honesty
- January - Caring
- February - Love
- March - Inspiration
- April - Courage
- May - Friendship
- June - Cooperation
- July – Excellence

## **8. Delivery of the curriculum**

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, 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.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical and emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand, where appropriate, what the law does and does not allow, and the wider legal implications of the decisions they make.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be assessed by the PSHE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake formal and informal assessments to determine pupil progress – these include learning walks, lesson observations, work scrutiny and conversations with pupils.

## **9. Working with external experts**

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

## **10. Equality and accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to negative stereotyping.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

The school understands that relationships and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

## 11. Curriculum links

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and health education are taught within the PSHE curriculum but will also be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

## 12. Withdrawing from the subjects

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

## 13. Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused because of the relationships, and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents should be reported to a member of school staff, who will then investigate and take further action if required. These incidents will be dealt with following the processes in our Behaviour and Bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## 14. Staff training

All staff at the school will undergo training on an annual basis to ensure they are up-to-date with the relationships and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the PSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as age-inappropriate online gaming, which may need to be addressed in relation to the programme.

## 15. Confidentiality

Confidentiality within the classroom is an important component of relationships, and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## **16. Monitoring quality**

The PSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Lesson reflections
- Learning walks
- Pupil surveys and discussions
- Work scrutiny

The PSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and PSHE link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## **17. Monitoring and review**

The governing board is responsible for approving this policy.

This policy will be reviewed on two-yearly basis by the relationships and health education subject leader and headteacher. The next scheduled review date for this policy is 01.02.26. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.