



# Devon Moors Federation

## Relationships, Health and Sex Education policy

Signed by the Chair of the Policy Review Committee.....

A handwritten signature in blue ink, appearing to read 'Julia Culley', is written over the signature line.

Agreed at the Policy Review Meeting on 11<sup>th</sup> July 2024

This policy will be reviewed annually

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# 1 POLICY STATEMENT

## 1.1. Definitions

Relationships and Health Education (RHE) were introduced as statutory curriculum content in 2019.

Relationships Education can be defined as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Health Education can be defined as teaching the characteristics of good physical health and mental wellbeing.

Sex Education is a non-statutory part of the curriculum and specifically refers to curriculum content about human reproduction not covered in the Primary science curriculum.

Relationships, Health and Sex Education form part of the school's Personal, Social and Health Education (PSHE) programme. In addition to Relationships and Health Education, PSHE covers some additional non-statutory curriculum content including careers education, citizenship, emotional literacy, personal safety, community engagement and Sex Education.

## 1.2. Policy Scope and Rationale

This policy covers our Federation's approach to the teaching of RHE and Sex Education through PSHE lessons. It applies to all children being taught statutory curriculum content from Years 1 to 6.

This policy is a working document which provides guidance and information on all aspects of RHE, PSHE and Sex Education and aims to provide a secure framework within which staff can work.

This policy is for staff, parents/carers, governors and visitors to the school.

## 1.3. Policy Consultation

This policy was produced by the Federation's PSHE leader and Senior Leadership Team through consultation with teachers, governors, parents and children. We are committed to working with parents/carers as well as all other school stakeholders, to make this policy as collaborative as possible.

Comments and specific issues raised by governors, parents and pupils during this process have been taken into account in the production of this policy.

Consultation around this policy will continue after its publication and this policy will be reviewed by the PSHE Leader and Senior Leadership Team on an annual basis.

## 1.4. Policy Availability

This policy will be made available through the policy section of the federation website. A hard copy and accessible versions can also be obtained on request and free of charge.

Parents will be informed of the policy through a school letter and notice on the website. Teachers will be made aware of the policy through staff meetings. Pupils will also be made aware of the content through their PSHE lessons.

## **1.5. Legal Requirements**

The Department for Education has specified that all primary schools must teach RHE from September 2020. The law in relation to RHE states that schools must have a Relationships and Health Education policy that has been produced in consultation with parents and the wider community.

Schools are also required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Governing bodies of schools are also required to keep an up to date Sex Education policy that describes content and the organisation of SRE provided outside the national curriculum for science. Parents/Carers have the right to withdraw their children from SRE lessons and they will be fully informed of this right.

Other related policies and documents:

- Anti-bullying Policy and Anti-Cyber Policy
- Behaviour Policy
- Child Protection and Safeguarding Children Policy and Procedures
- Curriculum and Home Learning Policy
- E-safety Policy
- SEND Policy

## **1.6. Roles and Responsibilities**

The governing body is legally responsible for the development and implementation of this policy.

The RHE programme will be led by the school's PSHE Leader. The leader will be supported and monitored by the federation's Senior Leadership Team and Head teacher.

It is the role of the PSHE Leader to develop and monitor this policy, disseminate and consult about its content and ensure its successful delivery through staff training and monitoring.

Teachers are responsible for delivery of RHE in line with this policy.

All school staff are responsible for reinforcing the values and legal requirements underpinning this policy, particularly in connection to Child Protection and Safeguarding.

# **2. AIMS AND OBJECTIVES**

## **2.1. School Ethos**

As well as the Federation statutory requirements regarding RHE, the Federation believes the teaching of RHE is in the best interests of the children in our care as it contributes to the overall ethos of the Federation and helps ensure the children's physical and emotional health, safety and wellbeing.

At Devon Moors Federation we endeavour to empower all our pupils with life skills that will enable them to become responsible and inspirational members of the local and world community. We feel it is important that children feel happy and secure so that they can work to the best of their ability and make

good progress. The school offers a broad and balanced curriculum which covers all aspects of school life and not just the subjects viewed as part of the National Curriculum. School life aims to provide all children with the skills they will need for life in the 21st century.

This policy and curriculum design of RHE reflects this ethos.

## **2.2. Moral Framework and Values**

The teaching of RHE reflects each schools' unique values. It also reflects the school's requirements to promote British Values. Therefore, RHE reinforces the values of:

- self-respect and respect for others
- empathy, mutual support and co-operation
- responsibility for personal actions
- an awareness of the uniqueness of individuals
- respect and acceptance towards others who may have different backgrounds, cultures, religions and sexuality
- diversity within any group of people in terms of gender, religion, language, race, culture, social background, appearance, family set-up, sexual orientation, special needs, ability or disability.
- the right of people to hold their own views (as long as these views do not impact negatively on the rights of others)
- the right not to be abused by or taken advantage of by other people
- the right to accurate information about health, relationship and sex issues

## **2.3. Aim of Teaching Relationships and Health Education**

Our priorities for teaching RHE come from consultation with parents/carers, and other stakeholders. This evidence is used to generate priorities and identified needs for the scheme of work.

From this process, our identified aims in teaching RHE are:

- To keep our pupils safe by equipping them with the necessary skills and knowledge to manage their own behaviour and relationships
- To make sure pupils are physically, emotionally and mentally healthy
- To teach the life skills required to enable them to thrive as they grow and develop in a fast changing world with many challenges and pressures on children
- To provide the skills and knowledge they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults
- To promote the school's ethos and values

## **2.4. Teaching and Learning Objectives**

The teaching of RHE meets the federations overarching aims and values by teaching children:

- the ability to keep themselves and other people safe by minimising risk from harm
- the knowledge to reduce the risks to their own and the health of others
- an understanding of their own bodies and how to make healthy choices
- an awareness of the right they have over their own body
- self-esteem, self-awareness and mental wellbeing
- the skills needed for successful relationships
- the skills and knowledge to make positive informed choices

- the ability to take responsibility for and accept the consequences of their own actions
- opportunities to understand and celebrate difference and diversity
- good communication skills
- the confidence and know-how to seek help and advice

### **3. CONTENT**

#### **3.1. Relationships Education**

In line with our aims and objectives, and statutory guidance on Relationships Education and Health Education, Relationships Education will teach:

- Information about different kinds of relationships - including friendships, families and people pupils can go to for support.
- Characteristics of healthy relationships.
- The facts about marriage and civil partnership.
- How to take turns, treat others with kindness, consideration and respect.
- The importance of honesty, permission seeking and giving, and the concept of personal privacy.
- Personal space and boundaries, showing respect, and understanding the differences between appropriate and inappropriate contact.
- Online safety and appropriate behaviour online.
- Developing personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- Positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- How to recognise and report abuse, including bullying, emotional, physical and sexual abuse.

#### **3.2. Health Education**

In line with our aims and objectives, and statutory guidance on Relationships Education and Health Education, Health Education will teach:

- The importance of daily exercise, good nutrition and sufficient sleep.
- The steps pupils can take to protect their own and others' health and wellbeing - this includes teaching simple self-care techniques, personal hygiene, how to prevent health and wellbeing problems, and basic first aid.
- The relationship between good physical health and good mental wellbeing - including the benefits exercise and spending time outdoors can have on mental wellbeing.
- The benefits of hobbies, interests and participation in communities.
- The benefits of rationing the time spent online and the risks of excessive use of electronic devices.
- Issues relating to isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.
- Why social media, computer games and online gaming have age restrictions, and how to manage common online difficulties.
- The facts around puberty and menstruation.

## **4. SPECIFIC ISSUES IN RELATIONSHIPS AND HEALTH EDUCATION**

### **4.1. Right of Withdrawal in Relationships and Health Education**

Relationships and Health Education is becoming a statutory part of the curriculum from September 2020. This means that after this date there is no right to withdraw children from these lessons.

### **4.2. Safeguarding Children**

RHE may bring about disclosures of safeguarding children's issues and all staff are conversant with the procedures for reporting their concerns.

In these cases, the school's Child Protection and Safeguarding Children Policy needs to be followed.

### **4.3. Special Educational Needs (SEN)**

Teachers will ensure that lessons meet the needs of all their pupils and will take account of any specific needs of individual children in putting together and delivering their lessons. The PSHE Leader and Senior Leadership Team will support teachers in high quality differentiation where required, to ensure that all children can access the learning.

In specific cases, where we feel teaching particular content to pupils may not be appropriate for their needs, we will meet with parents/carers to discuss the most appropriate steps.

### **4.4. Equality**

Planning and deliver of RHE will always take into account the cultural, family and religious backgrounds of the pupils to ensure that all curriculum content is taught appropriately and in line with the school's ethos and values.

The Department for Education states that schools should be alive to issues such as everyday sexism, misogyny, anti-religious attitudes, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Therefore, RHE lessons will promote the school's values in terms of equality and diversity and any incidents will be dealt with in line with the school's Behaviour Policy.

### **4.5. Lesbian, Gay, Bisexual, Transgender and Questioning Plus (LGBTQ+)**

The Department for Education has stated that schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. In line with the school's ethos and values, we want to ensure that RHE recognises the circumstances of all pupils, parents and families in our school community.

The Department also states that:

*"Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."*

Following consultation with parents/carers, we have decided to include the following LGBTQ+ issues throughout the RHE curriculum:

- Year 1 and 2: When pupils learn about families, all family set ups are included as different types of families, including those with same-sex parents, single parents, adopted or fostered children and step-parents and siblings.
- Year 5 and 6: Pupils learn that marriage and civil partnership are defined as a commitment made by two people of either sex. When pupils learn about different types of relationships, examples will include couples of different sexes and same-sex couples. Examples of LGBTQ+ identities are also included as examples when pupils discuss stereotypes, peer and media pressure, equality and discrimination.

As with the teaching of other curriculum content such as when teaching different religions in Religious Education, teachers will ensure that information about LGBTQ+ is presented in a neutral and factual manner, without emphasis or bias.

## **5 SEX EDUCATION**

### **5.1 Status of Sex Education**

Sex Education is non-statutory for Primary schools and is not considered to be part of Relationships and / or Health Education. It does not form part of the school's overall PSHE provision.

## **6 DISSEMINATION AND REVIEW OF POLICY**

### **6.1 Dissemination**

All teachers and governors will receive a copy of the policy. Training will be regularly delivered to staff on the policy content.

### **6.2 Policy Review**

This policy will be available on the federations website and reviewed by the governors annually.