

# EQUITAS ACADEMIES TRUST



## Relationship and Health Education Policy

**Review Date: October 2020**

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**Agreed: F & GP Committee**

**Policy Lead: Exams Manager**

## Relationship & Health Education Policy

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## **RELATIONSHIP & HEALTH EDUCATION POLICY**

### **1. School Vision and Rationale**

- 1.1 At Chilwell Croft Academy, our aim is reflected within our school's vision statement. We believe we should support each pupil to ensure they can thrive and succeed academically, socially and emotionally. Relationship and Health Education (RHE) is a fundamental part of our Personal Social Health Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum. Our aim is to equip our pupils with the skills and understanding to become healthy, secure, independent and responsible members of society as well as globally. Through all aspects of the RHE curriculum we promote the spiritual, moral, cultural, mental and physical development of pupils at school and in society.
- 1.2 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 and informed decisions for themselves.
- 1.3 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 citizen and the responsibility that this brings.

### **2. School Context**

- 2.1 We sit in central Birmingham, which has many challenges. In our school, our pupils are from a wide diverse community which we serve from different backgrounds. 74% 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. Policy Development and Consultation**

- 3.1 The policy has been developed through consultation with school stakeholders which include: trust members, staff, pupils, parents and external agencies.
- 3.2 The policy has paid due regard to issues related to National Health Targets, the safeguarding of its pupils including CCE, CSE, FGM and Homophobia and all nine characterises of the equality act.

### **4. What is Relationship Education at Chilwell Croft Academy?**

- 4.1 It is lifelong learning about the way relationships develop and grow over time from childhood through to adult relationships.
- 4.2 It is about the understanding and importance of relationships and the values, qualities and responsibilities in friendships, families, loving relationships and how to develop an understanding of safety in all types of relationships. It

promotes self respect, confidence, respect & responsibility toward others, marriage, loving relationships, safety, love and care.

It is also about the teaching of puberty and the changes that occur as young people move into adolescence. **It is not about the promotion of sexual orientation or sexual activity as this would be inappropriate teaching.**

## **5. Aims and Objectives**

- a. To provide clear guidance for parents, staff and governors in relation to the PSHE programme progression and delivery.
- b. For pupils to develop the understanding of relationships and that they need to be built and maintained gradually.
- c. The programme is an agreed partnership between home and school.
- d. Relationship education provides a foundation for further work at secondary school.
- e. To help young people to respect themselves and others.
- f. To support pupils through their physical, emotional and moral development.
- g. To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well being including personal hygiene.
- h. To help pupils understand the significance of marriage and stable relationships and its importance for family life.
- i. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.
- j. To help pupils move more confidently and responsibly into and through adolescence.
- k. To help pupils to understand a range of views and beliefs about relationships.
- l. To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs.

## **6. Moral and Values Framework**

6.1 The programme will reflect the school philosophy and ethos to encourage following values:

- a. Respect for self
- b. Respect for others
- c. Responsibility for own actions
- d. Responsibility for family, friends, school and the community

## **7. Content of Programme**

### **7.1 Primary**

Our Relationship Education curriculum has been developed through progressive units beginning in Foundation Stage through to Year Six.

## 7.2 **Organisation and Methods of Teaching**

### **Planning and delivery of programme.**

The scheme of work has been planned by school staff and supporting external agencies.

The programme will be taught by class teachers with supporting staff - this ensures that both pupils and staff are protected.

The discrete puberty programme of puberty will be taught in Year 5 & 6 in selected single gender group by trained, confident staff.

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

Girls will be made aware of who and where menstruation provision is kept and where the appropriate disposal bins are situated.

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

## 8. **Areas of responsibility:**

### 8.1 **Head Teacher and Trust**

- To ensure the legal framework is followed
- Ensure that the policy is made available to parents and that it includes clear procedures for parental withdrawal
- Work with parents, attend meetings with parents and listen to their views

### 8.2 **Teaching staff**

- To implement the Relationship policy
- To ensure that the policy is followed
- To liaise with the governors on the teaching of Relationships in school
- To liaise with parents
- To respond to the needs of the children and follow the schools corporate practice

## 9. **SPECIFIC ISSUES**

### 9.1 **Confidentiality**

Pupils will be informed that 100% confidentiality cannot be assured. For suspected Child Protection concerns the school will follow the LA policy and procedure.

### 9.2 **Changing Facilities for PE Upper Key Stage 2**

In our school we ensure that pupils are offered privacy for young people changing for PE. Separate facilities will be offered to maintain privacy and self esteem.

### 9.3 Use of Outside Visitors

Outside visitors should be made aware of the Relationship and Safeguarding policy before delivery.

They will be expected to follow the schools' scheme of work and that all delivery with pupils will be evaluated.

### 9.4 Supporting children with SEND

The school assigns a key member of staff of the same gender to female pupils who needs support with intimate care.

### 9.5 Answering difficult questions

- a. If a pupil asks a difficult question during a whole class session, staff will be expected to answer honestly and factually.
- b. Where possible pupils will be encouraged to use the question box approach.
- c. Pupil's questions will be answered according to their level of maturity and understanding with support from parents.
- d. 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.
- e. Teachers will focus heavily on the importance of healthy relationships
- f. The question box may be used as a distancing technique to prevent over exposure of concepts outside of learning objective.
- g. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery, if subject to safeguarding, otherwise to be answered at the beginning of the next lesson.
- h. Questions answered need to follow school policy. Where concerns are raised, these need to be discussed with Senior management/ DSL.

## 10. Working with parents

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents plays the main vital role in providing education about Relationships and Growing up and so aims to support parents in this role.

On an annual basis parents will be specifically informed about the discrete lessons and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place.

### 10.1 Parent withdrawal

From September 2020, parents will have the right to withdraw from sex education. In Chilwell Croft Academy, we will not be teaching this unit. Puberty sessions will continue as part of our Health Education for Year 5 and Year 6 only, which is a statutory requirement.

## **11. Managing Curriculum Queries**

Curriculum queries will follow the following process: Class teachers → SLT. If queries are not resolved they will be referred to the Trust Board and then the Governor Support Service for final decision.

## **12. Provision for Menstruation**

At Chilwell Croft Academy we use The Red Box Project. Provision is held with class teachers from Years 4 – 6.

Sanitary disposal units are situated in the class teacher's cupboards whereby contents are discretely hidden.

## **13. Other related documents & policies**

Cross reference to other related policies,

Education Act 2002

Keeping Children Safe in Education 2019

Equalities Act 2010

Science Curriculum KS1 & 2

Children and Social Work Act 2017

Relationship, Sex & Health Education Guidance 2019 (RSHE)

## **14. Equal Opportunities/Inclusivity**

The schools Relationship policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn. All pupils will be treated equally regardless of gender, race, disability, social background etc. *It will incorporate guidelines outlined in the Equalities Act 2010.*

## **15. Monitoring and Evaluation**

PSHE Co-ordinator/ Science Coordinator and RHE appointed Governor will undertake informal evaluation of the programme.

The policy will be reviewed annually by subject lead/ Head teacher.

## **16. Dissemination of the Policy**

A summary of this policy will appear in the school website.

Parents will be supplied with a fully copy on request.

The policy will be presented to all staff and governors.

RATIFIED BY

**PSHE Lead** ..... **DATE** .....

**Head Teacher/ Principal** ..... .....

**Governor** ..... .....

<b>Reviewed/Approved by:</b>	<b>Review date:</b>	<b>Next review date:</b>
F&GP Committee	12 Oct 2020	Oct 2021