



# The Ryleys

Girls & Boys Preparatory School

## **Relationships and Health Education (RHE) Policy**

**September 2023**

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## **1. Introduction and Aims**

Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment. This policy applies to all students, including those in the Early Years.

### **Philosophy**

Relationship and Health Education describes the teaching and learning we offer to the pupils in our school, helping to inform their decision making and develop their relationship skills. RHE is a crucial part of preparing children for their lives, both now and in the future, as adults. It is important that young people have the opportunity to understand themselves and others around them. They want and need reassurance about body image, behaviour and relationships; consequently, careful and sensitive treatment is called for when dealing with such issues.

The purpose of this policy is to ensure that our Relationships and Health Education supports our school ethos and fulfils our school aims.

- a. This policy forms part of the curriculum.
- b. We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
- c. A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment and is underpinned by Wellbeing.

### **The aims of RHE at our school are to:**

- 1) Provide a framework in which sensitive discussions can take place.
- 2) Prepare older pupils for puberty, give them an understanding of sexual development and the importance of health and hygiene.
- 3) Help pupils develop feelings of self-respect, confidence and empathy.
- 4) Create a positive culture around sexuality and relationships.
- 5) Teach pupils the correct vocabulary to describe themselves and their bodies.
- 6) Help pupils understand that healthy relationships are an important part of wellbeing.
- 7) Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community.

## **2. Statutory Requirements**

Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RHE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviour of everyone.

As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships and health education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

## **3. Policy Development**

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- a. Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- b. The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- c. Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- d. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- e. Ratification – once amendments were made, the policy was published.
- f. Policy review – this policy will be reviewed in September 2023

#### **4. Definition**

RHE involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, including the importance of stable and loving relationships and marriage for family life, respect, love and care. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. RHE is not about the promotion of sexual activity, sexual orientation or a specific sexual identity.

#### **5. Curriculum**

- a. Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- b. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of students.
- c. Sex education is not compulsory in primary schools; however, we cover the elements, outlined below, in primary sex education in science.

Primary sex education will focus on:

- Preparing all students for the changes that adolescence brings; and
- How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
- ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

#### **6. Delivery of RHE**

Our RHE is taught as part of our PSHE curriculum using primarily the SCARF programme of study, but also MyHappyMind and PSHE Association resources. The PSHE course is delivered to all pupils through discrete lessons each week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded within the curriculum (e.g. science, beliefs and values, global perspectives, English, computing, PE)

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and Responsibilities**

### **PSHE Lead Teacher**

The person with responsibility for the overview and yearly evaluation of this policy is PSHE co-ordinator. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- g. Fulfils the aims of the school;
- h. Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- i. Provides engagement and excitement for learning.

### **The Headteacher**

The Headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RHE (see section 8).

### **The Chair of Governors**

The Chair of Governors will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- a. all pupils make progress in achieving the expected educational outcomes;  
the subjects are well led, effectively managed and well planned
- b. teaching is delivered in ways that are accessible to all pupils with SEND (see below)
- c. teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- d. clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- e. the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

## **Staff**

Staff are responsible for:

- Delivering RHE in a sensitive way;
- Modelling positive attitudes to RHE;
- Monitoring progress;
- Responding to the needs of individual pupils; and
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RHE.

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 Headteacher. Form Tutors and PSHE teachers deliver the PSHE programme with support from the PSHE co-ordinator.

## **8. Pupils**

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

### **Students with Special Educational Needs and Disabilities**

Our curriculum is inclusive and our RHE is accessible for all pupils. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Enhancement Department, led by the SENCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, The Ryleys School is mindful of preparing pupils for adulthood.

The Ryleys School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RHE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

## **9. Parents' right to withdraw**

If parents require more information on RHE for primary aged children, this is a useful information source of information for them:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education which is taught within the science curriculum in Year 5.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to students who are withdrawn from sex education.

## **10. Training**

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development programme.

The Headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHE.

## **11. Monitoring Arrangements**

The delivery of RHE is monitored by the Headteacher and PSHE co-ordinator through work scrutiny, lesson observations and learning walks.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.



## Appendix 1: Curriculum Map

### Relationships and Health Education Curriculum Map – full curriculum information is available in the SCARF Scheme of Work

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural	Managing risk, including online safety	Rights and responsibilities Rights and responsibilities relating to my health Making a difference	Growing independence and taking responsibility Keeping myself healthy	Managing difficult feelings Managing change

	Cooperation Recognising emotional needs	Influence and pressure of social media	Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Decisions about lending, borrowing and spending	Media awareness and safety My community	How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

**Appendix 2: By the end of primary school, students should know:**

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice e.g., family, school and/or other sources

**Appendix 3: Parent form: Withdrawal from sex education as part of the Year 6 Growing and Changing Unit**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

**Appendix 4: DfE RSE Statutory Guidance Suggested Resources**

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## Relationships and Health Education (RHE) Policy

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<b>Ownership and consultation</b>	
Document author (name)	Julia Langford (Headteacher)
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<b>Audience</b>	
Audience	All school staff

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<b>Related documentation</b>	
Related documentation	Curriculum Policy SEND Policy EAL Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards PSHE Policy