



William Penn Relationships and Health Education Policy

Rationale

Relationships and Health Education (RHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. At William Penn, the curriculum prepares pupils for the opportunities, responsibilities and experiences of adult life.

Aims

The aims of Relationships and Health Education (RHE) at William Penn are to:

- provide opportunities for pupils to develop socially and emotionally; becoming resilient, independent and confident members of society
- teach pupils about positive relationships, including friendship, families and relationships with children and other adults
- create a positive culture around issues of sexuality and relationships
- teach children how to stay safe in a wide range of contexts, how to make safe and appropriate decisions and how to get help if needed
- teach children the importance of respect and how to respect others
- teach and support pupils to understand positive emotional and mental wellbeing
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education. However, we have a statutory duty to teach the elements of sex education that are outlined in the science curriculum.

At William Penn, we do offer sex education that is taught in addition to the science and RHE curriculums. Further information regarding this can be found in the relevant policy.

In teaching RHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At William Penn we teach RHE as set out in this policy.

Policy Development

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

1. Review – the subject leaders collated all information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Governor consultation – the subject leaders shared their knowledge and revised policy with the RHE governor
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
5. Pupil consultation – we investigated what exactly pupils want from their RHE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing information, and exploring issues and values.

Curriculum

We use Discovery RHE and Kapow Wellbeing as the basis for our planning and delivering the RHE curriculum. It is adapted and changed when appropriate and relevant to do so. We have developed the curriculum in consultation with parents, governors, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Delivery of RHE

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. Pupils are able to participate in discussion to resolve conflicts using Restorative Practice and set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school. Visitors from the business community and world of work broaden the understanding of work related issues and career choice.

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

- Healthy and happy friendships
- Similarities and differences
- Caring and responsibility
- Families and committed relationships
- Healthy bodies, healthy minds
- Coping with change

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, LGBT 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).

Curriculum Planning

We teach RHE in a variety of ways and in many instances as a discrete subject. However, learning opportunities for RHE can also be found in the general ethos and expectations for the way in which children interact within the class and school environment at William Penn. In addition to this, elements of RHE are frequently found across the curriculum, for example in texts used in English, figures studied in history or through group and team-based activities.

We also develop RHE through activities and whole-school events, for example, the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

Quaker values of equality and friendship are fundamental to this area of learning and enable the school to put into practice some of its most important ideals. We have achieved The Rights Respecting Schools Silver Award and the concept of rights is one which is regularly discussed as part of our teaching and learning.

Early Years Foundation Stage

We teach RHE to pupils in Year R through the Early Years Foundation Stage of the National Curriculum. Aspects of RHE arise through the PSED (Personal, social and emotional development) objectives set out in the curriculum guidance for the Early Years Foundation Stage.

Teaching RHE to Children with Special Educational Needs and Disabilities

We teach RHE to all children, regardless of their ability. Teachers provide learning opportunities matched to the needs of all children and are sensitive to individual circumstances. In addition, teachers are aware that pupils with SEND may be more vulnerable than others and take this into account when teaching.

Roles and Responsibilities

The Governing Body

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory aspects of the RHE curriculum.

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

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.

Staff who are responsible for teaching RHE at William Penn include: Mrs Constable, Mrs Peters, Ms Dolan, Mr Phillips and Ms Passfield.

Subject Leaders for RHE is: Mrs Constable.

Pupils

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

Parents' Right to Withdraw

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

Training

Staff are trained on the delivery of RHE through professional discussion and sharing of key information by the subject leaders.

Monitoring and Assessment

The delivery of RHE is monitored by the subject leaders, for example, through planning scrutinies, book looks, learning walks and pupil discussions. The RHE subject leaders are responsible for monitoring the standards of children's work and the quality of teaching. As the work is frequently not recorded in this subject, methods of monitoring may include elements of child conferencing and discussion. The subject leader supports colleagues in the teaching of RHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems. Teachers assess children's work-related learning in RHE, both by making informal judgements as they observe them during lessons and by doing formal assessments of their work. There is a great element of self-assessment in RHE, as frequently only the child will be able to determine whether a learning intention has been achieved.

Review

This policy will be reviewed by the subject leaders and governing body every year.

Signed:

Date: 17.05.23

Next Review: Summer 2024