



Relationships and Health education policy

(including non-statutory Year 6 sex education)

Reviewed: September 2024

Next review date: September 2026

Contents

1. Aims	Page 3
2. Statutory Requirements	Page 3
3. Policy development	Page 3
4. Definition	Pages 3-4
5. Curriculum	Page 4
6. Delivery of RHE	Pages 4-5
7. Roles and Responsibilities	Page 5
8. Parent's right to withdraw	Pages 5-6
9. New colleagues	Page 6
10. Monitoring Arrangements	Page 6
<i>Appendix 1: Curriculum Map</i>	Page 7
<i>Appendix 2: By the end of primary school pupils should know</i>	Pages 8-9
<i>Appendix 3: Parent Form: withdrawal from sex education within RHE</i>	Page 10

1. Aims

The aims of relationships and health education (RHE) at our school are to:

- › 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
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › To reinforce our WE CARE approach to each other

2. 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.

However, we are not required to provide sex education but choose to do so for our Year 6 children as preparation for Secondary Education – this is often in a different country away from their family home in boarding provision. To achieve this, we follow the Y6 unit of learning from the Discovery Education Health and Relationships Scheme. In addition, we also teach the elements of sex education contained within the science curriculum.

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 Attenborough School, we teach RHE as set out in this policy.

3. Policy development

This policy will be maintained and developed in consultation with colleagues, pupils, parents and our Governing Committee. The policy development process involves the following steps:

1. Review – a colleague or working group will collate all relevant information including national and MOD Schools guidance updates
2. Colleague consultation – all school colleagues will be given the opportunity to assess and contribute to the updating of this policy and make recommendations
3. Parent/stakeholder consultation – parents are invited to share their thoughts about the policy and can approach the school to arrange a further consultation if required
4. Pupil consultation – we will continue to take feedback from our pupils and adjust RHE provision to match local and national need
5. Ratification – once amendments are made, these will be shared with our governors and ratified

4. Definition

Relationships, Health and (sex education) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information, and exploring issues and values.

RHE is not about the promotion of sexual activity or any particular sexual orientation; we only promote healthy relationships. Being inclusive of different families and relationships aligns with our WE CARE culture and values. We want our pupils in their future to contribute to a more just and sustainable world where respectful attitudes are shown towards all people, regardless of difference. With this in mind, we provide age appropriate examples of a range of family structures as part of the RHE provision.

5. Curriculum

Our curriculum is set out as per **Appendix 1** but we may need to adapt it as and when necessary.

We have developed the curriculum, with consideration to the age and needs of pupils within our context here in Germany. 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. Teachers will answer any questions from the children without personal bias or judgement. In addition, children will have the opportunity to use the question box to post questions anonymously if they wish. Questions will be answered in one of the following ways: by providing an answer to the whole class; by giving an individual answer to a child, or, on rare occasions, by contacting parents if we feel the question would be better handled in the home setting. Any questions that give rise to concerns of a safeguarding nature will be handled in line with our safeguarding policy.

Primary sex education in Year 6 will focus on:

Lesson objective(s)	Intended outcomes
Human reproduction – How babies are made.	<p>Dispel myths about human reproduction</p> <p>Explain the facts of human reproduction</p>
<ul style="list-style-type: none"> • Why deciding to start a family is a big and important decision. • How life-changing starting a family can be. • The costs associated with a new baby. 	<p>Explain the impact having a baby can have.</p> <p>Explain why it is important that people are ready for and committed to this new change.</p>
<ul style="list-style-type: none"> • The importance of being ready to start a family in the future. • Legal age restriction, and why these are in place. 	<p>Explain why age restrictions are in place for particular activities.</p> <p>Identify the age of consent for sexual intercourse and its importance in helping children stay safe from risk and harm.</p>

6. Delivery of RHE

RHE is taught alongside our Global Citizenship learning. RHE also incorporates elements of the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

- Families and people who care for me – ‘Families and committed relationships’
- Caring friendships- ‘Healthy and happy friendships’
- Respectful relationships, including online - ‘Similarities and Differences’
- Being safe – ‘Caring and responsibility’
- Developmental change (Health) – ‘Coping with change’

For more information about our RHE curriculum, see Appendices 1 and 2.

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).

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the review of this policy to Mr Chapman.

7.2 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 Year 6 sex education components of RHE (see section 8).

7.3 Staff

Teachers and support colleagues are responsible for:

- › Delivering RHE in a sensitive way
- › Modelling positive attitudes to RHE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory Year 6 sex education 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 (Mr Chapman).

Teachers leading the delivery of our RHE curriculum 2024-2025 academic year:

Mrs Crowley, Mr Parkinson, Mr Wallace, Mrs Cunningham, Mrs Walker, Mrs Wallace, Mr Cunningham, Mrs Oliver, Mrs Jones and Mr Chapman.

Teachers leading the delivery of our RHE curriculum 2025-26 academic year:

Mrs Crowley, Mr Parkinson, Mr Wallace, Mrs Cunningham, Mrs Walker, Mrs Wallace, Mr Cunningham, Mrs Oliver, Mrs Jones and Mr Chapman.

7.4 Pupils

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

8. Parents' right to withdraw

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 Year 6 'Families and Committed Relationships' component which covers age appropriate sex education within RHE.

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

Prior to this, parents have the right to preview planning, resources and video content used with the Year 6 class teacher. In addition, they may discuss their concerns with the headteacher.

Alternative learning in a different classroom will be given to pupils who are withdrawn from sex education provision in Year 6.

9. New colleagues

New teaching colleagues will have access to RHE planning and resources as part of their induction and it is included in our continuing professional development thinking.

The headteacher will also invite visitors from outside the school, such as nurses or medical professionals to provide additional support and training to teaching colleagues leading the delivery of RHE when required.

10. Monitoring arrangements

Pupils' development in RHE is monitored by class teachers.

This policy will be reviewed by the Headteacher bi-annually. At every review, any policy amendments will be approved by the governing committee.

Appendix 1: Relationships, Health and sex education curriculum map

	<u>Leading the Way</u> Families and committed relationships Autumn 1	<u>Making a difference</u> Healthy and happy friendships Autumn 2	<u>Our World</u> Caring and responsibility Spring 1	<u>What's Fair?</u> Similarities and differences Spring 2	<u>Nurturing Nature</u> Coping with change Summer 1/2	<u>Health and Happiness</u> Healthy bodies, healthy minds Summer 2
Y1	What a family is (including difference and diversity between families), and why families are important and special.	Forming friendships and how kind or unkind behaviours impact other people.	Identifying who our special people are and how they keep us safe	Similarities and differences between people and how to respect and celebrate these.	Growing from young to old and how we have changed since we were born.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.
Y2	The different people in our families, and how families vary.	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	The different communities and groups we belong to and how we help and support one another within these.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.	Ways to stay healthy, including safe and unsafe use of household products and medicines.
Y3	Different types of committed relationships and the basic characteristics of these.	Being a good friend and respecting personal space. Strategies for resilience.	Our responsibilities and ways we can care and show respect for others.	Respecting and valuing differences. Shared values of communities.	Coping with feelings around the changes in our lives.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.
Y4	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	How our bodies change as we enter puberty, including hygiene.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.
Y5	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	Celebrating strengths, setting goals and keeping ourselves safe online.	How puberty changes can affect our emotions and ways to manage this; questions about puberty (periods included) and body changes.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.
Y6	Sex education learning: Human reproduction, including different ways to start a family.	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	Ways to manage the increasing responsibilities and emotional effects of life changes.	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p> <p><i>'Families and committed relationships'</i></p>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring friendships</p> <p><i>'Healthy and happy friendships'</i></p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships <i>'Similarities and Differences'</i>	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships <i>'Similarities and Differences'</i>	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe <i>'Caring and responsibility'</i>	<ul style="list-style-type: none"> • 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

DCS RSE Form A - Withdrawal from Sex Education within RSE
(Official-Sensitive-Personal when complete)

To be completed by parents/carers			
Name of child:		Class:	
Name of parent/carer:		Date:	
Reason for withdrawing from Sex Education within relationships and 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/carers:			