



## Lancashire's school for deaf children

<b>Policy Title:</b>	Relationships and Health Education Policy
<b>Date of Issue:</b>	28/04/2021
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<b>Author and Role:</b>	Bev Hennefer, Headteacher, Subject Leader, Parent Governors - with reference to The School Bus
<b>Ratified by:</b>	Governors Policy Committee
<b>Responsible Signatory:</b>	Clive Gregory
<b>Date of signature:</b>	Signature removed for GDPR purposes.
<b>Details:</b>	This Policy: Reflects the school values and philosophy in relation to the teaching and learning of Relationships and Health Education. It sets out a framework within which teaching, and support staff can operate and gives guidance on planning, teaching and assessment, and is designed to help them understand their role and responsibilities. It is intended for all teaching staff and support staff, school governors, parents and advisers/inspectors as appropriate
<b>Cross reference:</b>	Assessment Policy Single Equality Policy Teaching and Learning Policy PSHE Policy

### **EQUALITY AND DIVERSITY STATEMENT**

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

### **POLICY REVIEW**

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

## **Relationships and Health Education Policy**

### ***Reference to Sex Education***

*Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. Royal Cross has a Sex Education Policy that can be made available to parents upon request.*

*At Royal Cross sex education is not routinely taught but may be considered if individual pupil circumstance and development warrant exception. This would only be done in consultation with parents and with their agreement.*

*As sex education is not statutory at primary level, parents have the right to request to withdraw their child from all or part of the sex education curriculum.*

### **Statement of intent**

At Royal Cross, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil.

Government guidelines state that RHE is learning about physical, moral and emotional development, and understanding mutual respect, love and care and the importance of stable and loving relationships.

**Relationships education** focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.

**Health education** focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

At Royal Cross we understand our responsibility to deliver a high-quality, developmental / age-appropriate and evidence-based relationships and health curriculum for all our pupils. Our aim is to offer a well-planned programme of RHE within the context of pupils' overall development and communication needs.

This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

## **Legal framework**

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Policy
- Single Equalities Policy
- Confidentiality Policy
- Anti-Bullying Policy

## **The aims of this policy:**

- Provide a framework in which sensitive discussions can take place
- To provide pupils with the information and opportunities they need to develop understanding of all developmental areas in preparation for their future lives.
- To prepare pupils for the physical and emotional challenge of growing up and give them an elementary understanding of human reproduction.
- To ensure that when pupils transfer to secondary school, they have the language and knowledge to survive in a mainstream setting and are aware of the relative appropriateness of the language used.
- To provide pupils with a platform of knowledge and skills upon which secondary school sex education can build as the child continues to mature physically and emotionally.
- To ensure that pupils have the knowledge and understanding to identify what constitutes abuse, know what they should do about it and have the relevant communication skills to do so.
- Use Deaf role models whenever possible using BSL to ensure understanding in pupil's preferred mode of communication.

## **Considerations Specific to Royal Cross School Pupils**

### **Age and Developmental Stage of Pupils.**

Great care is taken to match the Relationships and Health Education (RHE) curriculum content to the maturity, both physical and emotional, of pupils, understanding that this may not always correspond to chronological age.

It takes account both pupils capacity to absorb sensitive information and the extent to which it is essential for them to have information at that point in their development.

In the early stages, information may be of a very simple introductory nature leading to more specific areas of personal development appropriate to pupils' age and level of understanding.

### **Cultural Issues**

Our school population draws from a range of ethnic and cultural groups. Questions should be answered sensitively, and due consideration should be given to any particular religious or cultural factors and to parent's wishes, acknowledging the existence of differing cultural attitudes and beliefs.

### **Communication and Language Development**

Pupils at Royal Cross are deaf and so language acquisition and development of communication ability depends, for many pupils on access to a signing environment.

When there are communication difficulties with very young pupils, opportunities to discuss aspects of growing up are severely restricted. Pupils may lack opportunities to 'pick up' information in the usual way yet they are still exposed visually to various experiences, through social media, TV and online.

Pupils at Royal Cross need to be provided with the correct information and a communicative appropriate framework for understanding and awareness of underlying considerations and repercussions.

To support this understanding all staff are made aware of the need to:

- Provide pupils with the relevant sign vocabulary and communication skills for asking questions, discussing issues, finding out information, expressing feelings, discussing changes, choices and dangers.
- Ensure all presented information is clear and made visual.
- Be sensitive to what is socially acceptable and balance the need for explicitness with propriety, presenting facts plainly with due regard to the complexity of a range of family, religious and cultural considerations.

## **BSL Social Language Enrichment Programme**

Year 5 and 6 will undertake a programme of social BSL communication led by a BSL Deaf tutor and role model. This aims to prepare pupils for age appropriate social communication at secondary school.

This may include:

- BSL Level 1 curriculum
- Researching Deaf Vloggers and Youtubers
- Creating a vlog in BSL
- Social inclusion groups at Ashton Deaf Support Department.

## **Additional Special Needs**

A number of pupils at Royal Cross have additional learning needs.

Teachers have a particularly sensitive role to play in the realm of RHE. Children with learning difficulties are entitled to the same opportunity as other children to benefit from RHE. They may need more help than others in coping with growing up and also in learning what sorts of behaviour are and are not acceptable and in being prepared in how to keep themselves safe.

The teaching of RHE needs to be handled carefully and delivered in the way most appropriate to pupil's developmental stage and individual learning needs

## **Roles and responsibilities**

### **The governing board is responsible for:**

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils.
- Providing clear information for parents on subject content.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring that cultural beliefs of all pupils and staff are respected and valued.

### **The Headteacher is responsible for:**

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Discussing requests with parents.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

### **The PHSE / RHE subject leader is responsible for:**

- Overseeing the delivery of the subjects.
- Ensuring the subjects are developmentally/age-appropriate and high-quality.
- Ensuring teachers are provided with resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships, and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher and Governing Body.
- Supporting teaching staff to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

### **The curriculum at Royal cross:**

The curriculum at Royal Cross was developed by the subject leader and Headteacher in consultation with the Board of Governors and Parents.

- For the purpose of this policy, "relationships education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of how our bodies change.
- For the purpose of this policy, "health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

We define Relationships and Health Education (RHE) as information that prepares pupils to stay safe and thrive in life. It educates pupils to understand boundaries in relationships.

We believe RHE is important because the pupils at Royal Cross are more vulnerable due to Deafness and speech and language delay.

We believe that it is important that pupils are taught facts; that they know how their body is changing as they grow up and have opportunities to discuss relationships in whatever communication mode is appropriate to that individual.

Relationships and Health Education (RHE) will be taught alongside the PHSE curriculum based upon the PHSE Association progressive model and our schools overarching values for which are:

- Respect

- Resilience
- Kindness
- Honesty
- Friendship
- Fun

### **The curriculum was developed to:**

- Take into account the views of teachers, pupils and parents, dedicated to ensuring our curriculum meets the needs of the whole-school community.
- Be informed by issues in the school and wider community to ensure it is tailored to pupils' needs; including developmental, communication, SEN and cultural factors.
- Be developmentally appropriate for pupils within each class group, based on the views of teachers, parents and pupils.
- Take into account the religious backgrounds of all pupils, so that the topics that are covered are taught appropriately and with respect.

### **Engagement with parents**

At Royal Cross we understand the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum.

We work closely with parents by establishing open and regular communication and ensure all parents are provided with the following information:

- The content of the relationships and health curriculum
- The resources that will be used to support the curriculum

We continue to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

### **We consult with parents, pupils and staff in the following ways:**

- Meetings
- Training sessions
- Newsletters and information letters
- Home / parent contact

### **Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:**

- Organising a meeting with the Headteacher.

- Emailing [head@royalcross.lancs.sch.uk](mailto:head@royalcross.lancs.sch.uk)
- Submitting written feedback into the school office.

## **Organisation of the curriculum**

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's progressive PSHE curriculum.

### **Delivery of the curriculum**

Royal Cross School will determine, within the statutory curriculum content what pupils are taught during each class group. This will take into account individual developmental and communication needs alongside what may be age appropriate content.

We ensure RHE is inclusive by employing Teachers of the Deaf who teach in British Sign Language or Signed Supported English and adapt their teaching to the language level of the children.

- The relationships and health curriculum will be delivered as part of our PSHE curriculum.
- Through effective organisation and delivery of the subject, we will ensure that:
  - Core knowledge is sectioned into units of manageable size.
  - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
  - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson.
- The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.



- Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online-safety Policy.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- 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.
- Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- Any resources or materials used to support learning will be formally assessed by the relationships, and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

- At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

## **Safeguarding**

Teachers are aware that effective RHE, which brings about an understanding of appropriate and inappropriate relationships, can lead to a disclosure of a child protection issue.

The Designated Safeguarding Lead and Deputy Safeguarding Lead will be informed of any child protection concerns through the school's safeguarding procedures.

Visitors and external agencies will be required to sign in and out of school and are never left unsupervised with children.

The protocol for inviting visitors into lessons is that they sign in at the office where they are briefed on rules around use of mobile phones. The class teacher or HLTA always supervises the class group alongside the visitor.

## **Safe and effective practice.**

The Subject Leader along with the senior leadership team will ensure a safe learning environment by establishing clear ground rules around discussing sensitive topics, engendering a culture of respecting everyone and by answering questions factually and with appropriate language.

Teachers and pupils will agree the ground rules for talking about sensitive topics.

- Pupils can ask questions anonymously by putting questions in a box which are drawn out randomly.
- Pupils can talk privately with the school mental health and wellbeing lead if they appear upset by a topic.
- All staff teaching RHE will be supported by an open forum in weekly staff meetings to discuss issues and seek advice or consensus on difficulties.

## **Relationships education overview**

### **Families and people who care for me**

By the end of primary school, pupils will know:

- That families are important for them 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.

### **Caring friendships**

By the end of primary school, pupils will know:

- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

By the end of primary school, pupils will know:

- 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.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

## **Health education overview**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

### **Mental wellbeing**

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and sign / talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

### **Drugs alcohol and tobacco**

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

### **Sex education**

**It is not statutory to deliver sex education outside of the science curriculum at primary level.**

In line with the DfE recommendations that all primary schools should have a sex education programme in place, Royal Cross School will address this through the science curriculum tailored to the age, and physical and emotional maturity of pupils. Ensuring that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

All pupils will be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Royal Cross School will determine whether pupils should be taught sex education beyond what is required of the national curriculum based upon individual and developmental needs.

## **Assessment and Recording**

School will undertake key assessments to determine pupil progress – these include the following:

- Data input at 3 key points in the year into B Squared (PHSE)
- Book Looks
- Internal moderation

## **Working with external experts**

- External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and

## **Equality and accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race



- Disability
- Religion or belief
- Gender reassignment

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

## **Curriculum links**

The school seeks opportunities to draw links between relationships, and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

## **Withdrawing from the subjects**

Relationships and health education is statutory at primary and parents do not have the right to withdraw their child from the subjects.

## **Staff training**

All staff members at the school will undergo training to ensure they are up-to-date with the relationship, and health education programme and associated issues.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

## **Confidentiality**

Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## **Monitoring quality**

The relationships, and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

The relationships, and health education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Lesson observations
- Data analysis reports
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The PHSE / RHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

The PHSE / RHE subject leader subject leader will work regularly and consistently with the headteacher and link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

### **Monitoring and review**

This policy will be reviewed on an annual basis by the PHSE / RHE subject leader subject leader.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.