

Relationships and Health Education (RHE) and Sex Education Policy

Leigh Academy Cherry Orchard



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Cherry Orchard

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1. Definitions

Relationships Education is defined as the teaching of characteristics of positive relationships, with particular reference to friendships, families, trust, respect, safety and online relationships.

Health Education is defined as the teaching of characteristics of good physical health and mental well-being, including exercise, nutrition, sleep, emotions, changes to the body and the menstrual cycle.

Sex Education describes education about human sexual anatomy, sexual reproduction, sexual intercourse, and other aspects of human sexual behaviour.

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

We are not required to provide sex education but we do need to teach the elements of sex education contained within the primary science curriculum.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. All relevant information including relevant national and local guidance was collected by the school Personal Development lead. Staff were given the opportunity to look at the policy and make recommendations. Parents and any other interested parties were invited to give feedback about the policy and pupils were asked for their views on RHE content. Amendments were made based on the above consultations and the policy was shared with the governing board for approval.

4. Aims

The aims of Relationships and Health Education (RHE) at Cherry Orchard are to:

- Teach pupils about healthy, respectful relationships, focusing on family and friendships in all contexts, including online
- Teach pupils about physical health and mental well-being, considering the links between the two and enabling pupils to make healthy choices
- Provide an environment in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of health and relationships
- Teach pupils the correct vocabulary to describe themselves, relationships, health and well-being

5. Delivery of RHE

RHE is a fundamental strand of our Personal Development curriculum (PDC), and is also delivered through science, Physical Education (PE), computing, Religious Education (RE) and IB PYP Units of Inquiry.

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
- Content is revisited, building on previous learning
- 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

Teaching staff at Cherry Orchard:

- Set ground rules with pupils and remind them of these before each session
- Plan and deliver high-quality and age-appropriate relationships and health sessions in line with school and statutory requirements
- Are aware of, and take into account, the religious and cultural background of their pupils when planning and delivering sessions.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships and health education
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy

Personal Development sessions are mainly taught in class groups. Where relevant, single gender lessons will be used as deemed appropriate by the school eg sessions about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes, not just their own.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We will ensure that RSHE is accessible for all pupils and complies with the SEND Code of Practice.

5.1 Pupils with special educational needs and disabilities (SEND)

High quality teaching that is differentiated and personalised ensures that RHE is accessible for all pupils at Cherry Orchard. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and this is taken into consideration when planning and teaching RHE. Where required, content and teaching will be tailored to meet the specific needs of pupils at different developmental stages.

6. Curriculum

Our Personal Development curriculum covers all statutory aspects of Relationships and Health Education. We have developed the curriculum in consultation with parents, 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 or elsewhere. All areas of RHE are taught with careful consideration of children's individual circumstances, to ensure that there is no stigmatisation of children based on their experiences. All curriculum content is taught in a way that reflects our school values of inclusion and respect for others, is reviewed regularly and is adapted where necessary, to meet the needs of our pupils.

7. Sex Education

Although sex education is not compulsory in primary school, we understand that pupils will require and benefit from age-appropriate teaching and learning on certain issues. Parents of children in upper Key Stage 2 will be separately consulted and supported with sex education, including reproduction, conception and contraception before it is taught in school.

Sex education will be delivered in line with all RHE detailed in this policy.

8. Roles and responsibilities

8.1 Governing board

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

8.2 Principal

The principal is responsible for ensuring that RHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science components of RHE.

8.3 Personal development lead

The personal development lead is responsible for ensuring that RHE policy and practices are up to date, content is planned in a structured and coherent manner and staff are provided with the support and guidance needed in order to deliver RHE content effectively.

8.4 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE

- Monitoring progress
- Taking the religious and cultural beliefs of pupils into consideration when planning and delivering RSE.
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science 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 principal.

8.5 Pupils

Pupils are expected to engage fully in RHE, but will not be expected to share personal experiences if they do not feel comfortable to do so. When discussing issues related to RHE, pupils are expected to treat others with respect and sensitivity and follow the ground rules set with their teacher.

8.6 Parents

At COPA we are aware that parents and carers play an essential role in children's sex education. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. We ask that parents approach the school if they have any questions or concerns regarding this RHE policy, the arrangements for sex education in the school, or how to support their child at home.

9. Parents' right to withdraw

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

Parents **do** have the right to withdraw their children from any non-statutory/non-science components of sex education within RHE. Class teachers will inform parents prior to starting a programme of sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the principal. Alternative work will be given to pupils who are withdrawn from sex education.

10. Training and Monitoring

Staff training for effective teaching of RHE is included in our continuing professional development. The school may also invite visitors, such as school nurses to provide support and training to staff teaching RHE, where relevant.

Delivery and effectiveness of RHE is monitored by Mrs Payne (Personal Development lead) through:

- Learning walks
- Planning scrutinies
- Discussions with staff
- Discussions with pupils

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

This policy will be reviewed annually. At every review, the policy will be approved by the governing board.

APPENDIX 1 - Requirements by end of primary

Relationships Education

By the end of primary school, pupils should know:	
Families and people who care for me	<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 ● Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious
Caring friendships	<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
Respectful relationships	<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	<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	<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, for example family, school or other sources

Physical Health & Mental Wellbeing

By the end of primary school, pupils should know:	
Mental wellbeing	<ul style="list-style-type: none"> ● 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, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations ● how to recognise and 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, 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 ● isolation and loneliness can affect children and that it is very important for children to 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), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) ● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

<p>Internet safety and harms</p>	<ul style="list-style-type: none"> ● 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 and 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 and know how to recognise and display respectful behaviour online and 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, including that from search engines, is ranked, selected and targeted ● where and how to report concerns and get support with issues online
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> ● 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 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
<p>Healthy eating</p>	<ul style="list-style-type: none"> ● what constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> ● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
<p>Health and prevention</p>	<ul style="list-style-type: none"> ● 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, viruses, how they are spread and treated, and the importance of handwashing ● the facts and science relating to allergies, immunisation and vaccination
<p>Basic first aid</p>	<ul style="list-style-type: none"> ● 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
<p>Changing adolescent body</p>	<ul style="list-style-type: none"> ● 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 including the key facts about the menstrual cycle

Appendix 2: Year group learning opportunities

RE = relationships education (statutory - parents cannot withdraw children)

HE = health education (statutory - parents cannot withdraw children)

SE = sex education (non-statutory - parents can request to withdraw children)

Year group	Learning opportunities	Link to statutory guidance
1	to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	RE - about the concept of privacy RE - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
	to name the main parts of the body (including external genitalia e.g. vulva, vagina, penis, testicles)	HE - key facts about puberty and the changing adolescent body
2	about how to respond if physical contact makes them feel uncomfortable or unsafe about knowing there are situations when they should ask for permission and also when their permission should be sought about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	RE - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact RE - the importance of permission-seeking and giving in relationships with friends, peers and adults RE - that it is not always right to keep secrets if they relate to being safe
	to name the main parts of the body (including external genitalia e.g. vulva, vagina, penis, testicles)	HE - key facts about puberty and the changing adolescent body
3	to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability	Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.
	to know some of the outside and inside changes that will happen to their bodies during puberty.	HE - key facts about puberty and the changing adolescent body

4	<p>about loss as a part of friendship and that sometimes it is better for friendships to end if it is causing unsafe or negative feelings.</p>	RE- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
	<p>about the physical and emotional changes that happen when approaching and during puberty</p> <p>about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>about where to get more information, help and advice about growing and changing, especially about puberty</p>	HE - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
5	<p>about rights and responsibilities when using the internet and how to stay safe online.</p>	RE - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them
	<p>about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, wet dreams, erections)</p>	<p>HE - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>HE - about menstrual wellbeing including the key facts about the menstrual cycle</p>
	<p>that for some people gender identity does not correspond with their biological sex</p>	<p>Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.</p> <p>The Equality Act 2010</p>
	<p>to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>about the process of reproduction as part of the human life cycle</p>	SE - non statutory

6	that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk	RE - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
	about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break	HE - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
	to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for	SE - non statutory
	about where to get more information, help and advice about growing and changing, especially about puberty	HE - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
	that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different	Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum. The Equality Act 2010
	that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others	RE - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Appendix 3: Parent form: withdrawal from sex education within RHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	