RELATIONSHIPS & HEALTH (RHE) POLICY

Date this policy takes effect:	Review frequency:	Date to review:	Date to be ratified:
22.2.2022	Annually	Executive Headteacher Spring 2023	Education & Safeguarding Spring 2023
How will Trustees be assured this has been implemented?		Through children and parent/carer feedback	
Signed:		Sash Hamidi (EXECUTIVE HEADTEACHER)	
Signed:		Aliya Dhanji (CHAIR OF TRUSTEES)	
All policies are subject to change or review in light of Government guidance or when applied.			
This policy works alongside the following policies: *Safeguarding and Child Protection, PSCHE*			

THE PEGASUS PARTNERSHIP TRUST

"Children First"

Our Vision Statement

Within The Pegasus Partnership Trust, our vision and aims of education are underpinned by the UNICEF United Nations Conventions on the Rights of the Child (UNCRC).

We believe:

- All learning should be purposeful and experiential
- In learning values and skills for whatever the future brings
- We can be world changers

We are a PRIMARY MAT for PRIMARY SCHOOLS so every child's PRIMARY EXPERIENCE enables lifelong learning

This means we are committed to providing an education, for all children, that should develop their personality, talents and abilities to the full (article 29). We encourage a sense of community spirit, where children pastoral care and well-being underpins academic, co-curricular and sporting excellence. We aim to achieve this through an inspiring curriculum, that is child-centred (article 3), and extends child learning beyond the constraints of the classroom. We want to instil a life-long love of learning and equip children with skills that develop their independence, critical thinking, self-awareness, resilience and self-confidence.

Statement of intent

The Pegasus Partnership Trust aims to ensure that all personal data collected about staff, children, parents, those in governance, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill. The academy may, from time to time, be required to share personal information about its staff or children with other organisations, mainly the LA, other schools and educational bodies, and potentially social services. This policy applies to all personal data, regardless of whether it is in paper or electronic format.

Safeguarding Statement

The Pegasus Partnership Trust respects and values all children and are committed to providing a caring, friendly and safe environment for all our children so they can learn, in a relaxed and secure atmosphere (article 31). We believe every child should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm (article 19). This is the responsibility of every adult employed by, or invited to deliver services to academies within the Trust. We recognise our responsibility to safeguard all who access school and promote the welfare of all our children by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality Statement

At The Pegasus Partnership Trust, we ensure equality of education and opportunity for all children, staff, parents and carers receiving services from the academy, irrespective of age, race, gender (re-assignment), disability (article 23), religion and belief (article 14), sexual orientation, marital/cohabiting status or socio-economic background (article 2). We develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in academy life.

The achievement of children is monitored by race, gender and disability and we use this data to support children, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This policy sets the expectation that all staff at The Pegasus Partnership Trust (the "Trust") see themselves as learners and therefore reflects their development as professionals.

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1.0 Aims

1.1 The aims of Relationships and Health Education (RHE) within The Pegasus Partnership Trust are to:

- Provides an excellent forum to provide children with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations
- Be used as a tool to safeguard children, including the use of the NSPCC PANTS Curriculum
- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of sexual development (from the Science National Curriculum) and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, relating to families within our communities
- Teach children the correct vocabulary to describe themselves and their bodies

1.2 The Pegasus Partnership Trust believes our RHE curriculum contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups.

1.3 It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

2.0 Statutory requirements

2.1 As a Trust with primary academies we must provide relationships education to all children as per section 34 of the Children and Social work act 2017.

2.2 We do not have to follow the National Curriculum but we are expected to offer all children a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the Science National Curriculum.

2.3 In teaching RHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2.4 All academies within The Pegasus Partnership Trust teach RHE as set out in this policy.

3.0 Policy development

3.1 This policy has been developed in consultation with staff, children and parents during April to November 2019. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and lessons

4. Child consultation – we investigated what exactly children want from their RHE

5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

4.0 Definition

RHE is about the emotional, social and cultural development of children, and involves learning about relationships, health, sexuality, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing information, and exploring issues and values and understanding those around them now and in the future.

RHE is not about the promotion of sexual activity or orientation.

5.0 Curriculum & Assessment

5.1 Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Our lessons are assured by the PSHE Association. They have been used since 2016 at Priestmead Primary and 2018 at The Welldon Park Academy.

5.2 We have developed the curriculum in consultation with parents/carers, children and staff, taking into account the age, needs and feelings of children. If children 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.

5.3 Primary sex education is not taught as it is not a requirement. From a Science perspective in line with the national curriculum we focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born in Y6

For more information about our curriculum, see our curriculum map in Appendix 1.

5.4 Assessment is also done using various methods:

- Short questionnaires for parents/carers to return.
- Asking children about the timing of the RHE – (was it early enough?)
- Peer assessment
- Self-assessment
- Teachers delivering RHE should constantly evaluate their lessons to inform future planning.

6.0 Delivery of RHE

6.1 Relationship and Health Education (RHE) will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its delivery, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The RHE Policy will be complimentary with the Religious Education programme within our academy.

6.2 Aspects of RHE are taught as an integral part of the academy's PSHE/Science provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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).

7.0 Roles and responsibilities

7.1 The Board of Trustees

The Trustees will approve the RHE policy for all academies within The Pegasus Partnership Trust, and hold the Academy Lead to account for its implementation.

7.2 The Academy Lead

The Academy Lead is responsible for ensuring that RHE is taught consistently across the academy, and for managing requests to withdraw children from non-statutory components of RHE (see section 8). The Academy Lead is responsible for the training and upskilling of all staff involved in lesson delivery.

7.3 Staff

7.3.1 Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents/carers wish them to be withdrawn from the non-statutory components of RHE
- Not imposing personal views upon their classes or recommending right or wrong beliefs beyond the curriculum where it relates to keeping safe and healthy

7.3.2 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 Academy Lead.

7.3.3 Confidentiality and Child Protection/Safeguarding is a duty on all staff within the academy:

- Always uses ground rules in lessons (linked to Circle Time Rules) including:
    - No one (staff or child) will have to answer a personal question
    - No one will be forced to take part in a discussion
    - Only scientifc names for body parts will be used
    - Meanings of words will be explained in a sensible and factual way
    - The use of a question box may help to lessen embarrassment of asking questions
    - Staff may use their discretion in responding to questions and may say (for example):
        - The appropriate person to answer that question is the parent/carer
        - The question can be discussed one to one after the lesson
        - The topic will be covered at a later stage in their RHE
- Ensure that children and parents/carers are aware of the schools' confidentiality policy and how it works in practice
- Reassures children that their best interests will be maintained
- Encourages children to talk to their parents/carers and give them support to do so
- Ensures that children know that teachers cannot offer unconditional confidentiality
- Reassures children if confidentiality has to be broken, they will be informed first and then supported appropriately
- Follows child protection & safeguarding procedures if there is any possibility of abuse
- Signposts children to support services

7.3.4 There may be rare occasions when a staff member is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. This should be viewed as a child protection issue and staff should follow child protection procedures.

7.4 Children

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

Children with a SEND are entitled to an appropriate RHE curriculum; this will be planned and parents/carers informed accordingly. Similarly, children who are looked after are entitled to an appropriate RHE curriculum; this will be planned and professionals informed accordingly

8.0 Parents' right to withdraw

8.1 Parents have the right to withdraw their children from the non-statutory components within RHE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Academy Lead. Alternative work will be given to children who are withdrawn from RHE education. A copy of withdrawal requests will be placed in the child's educational record.

8.2 We ask parents/carers to consider the following points before withdrawing their child from any lessons:

1. You can withdraw your child, but other children will learn. Would you rather that we as trained professionals teach it factually, appropriately…or your child asks their friends about it and perhaps learn incorrectly or they search for answers and facts themselves and end up looking at inappropriate information online?

2. As a parent/carer you know the more you say to your child they can't or they mustn't do something, the more they want to know why – tell them they can't attend RHE with their class friends and they will be likely to want to find out more themselves.

3. It will be statutory in Sep 2020 – if you wish to withdraw your child in 2019-20, they will not only have to catch up, but will have to catch up with double the information which we currently teach in a well paced/planned approach

4. Our policies have always stated how much we value safeguarding, inclusion, equality and celebrating diversity. We prepare all our children for the future.

5. Our Academies are built on trust and being a safe place for a child. We will not lie to a child and we tell them they can ask trusted adults anything.

9.0 Training

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

10.0 Monitoring arrangements

10.1 The delivery of RHE is monitored by the Academy Lead. Children's development in RHE is monitored by class teachers as part of our internal assessment systems.

10.2 This policy will be reviewed by the Local Stakeholder Group and feedback given to the Board of Trustees. At every review, the policy will be approved by the Board of Trustees.

Appendix 1: Curriculum map Resources for all academies within the Trust are:

Reception	LO: To consider the routines and patterns of a typical day	LO: To understand why hygiene is important	LO: To recognise that all families are different
Year 1	LO: To understand some basic hygiene principles	LO: To introduce the concept of growing and changing (scientific naming of body parts)	LO: To explore different types of families and who to ask for help
Year 2	LO: To identify differences between males and females	LO: To explore some of the differences between males and females and to understand how this is part of the lifecycle	LO: To focus on sexual di-fference and name body parts
Year 3	LO: To explore the di-fferences between males and females and to name the body parts	LO: To consider touch and to know that a person has the right to say what they like and dislike (link to PANTS NSPCC)	LO: To explore different types of families and who to go to for help and support
Year 4	LO: To explore the human lifecycle	LO: To identify some basic facts about puberty	LO: To explore how puberty is linked to reproduction
Year 5	LO: To explore the emotional and physical changes occurring in puberty	LO: To understand male and female puberty changes in more detail	LO: To explore the impact of puberty on the body and the importance of physical hygiene
Year 6	LO: To consider puberty and reproduction	LO: To consider physical & emotional behaviour in relationships	LO: To explore the process of conception and pregnancy

Key Stage 1 (age 5-7years)

From September 2014

Year 1 children should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 children should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11years)

From September 2014

Year 5 children should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 children should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

'The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online'. Taken from the National Science Curriculum from 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239132/PRIMARY_national_curriculum_-_Science.pdf

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

TOPIC	CHILDREN SHOULD KNOW
Families and people who care about me	• 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
Caring friendships	• 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	• 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

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

Appendix 3: Parent form: withdrawal from RHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		**Class**	
Name of parent		**Date**	
Reason for withdrawing from RHE & Science education			
Any other information you would like the academy to consider			
Parent/ Carer signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parent/carer	

Appendix 4: Confidentiality

CONFIDENTIALITY

Information for All Key Stages

What is Confidentiality and why is it Important?

As part of the accreditation process for gaining Healthy Schools Status, all schools are required to have a Confidentiality Policy

The way in which the issue of confidentiality is handled within a school will be seen by staff, children and parents as an indicator of respect for and value given to the needs and wishes of each individual.

Confidentiality can mean very different things to different people, for example:

- For Teachers and Health Professionals it can be a legal or professional issue
- For Young People it can be about trust and respect

Teachers and Health Professionals may be mainly concerned about disclosure of abusive or illegal situations; children may be more concerned about information that is private to them, which they are worried about sharing (Brook, 2001).

Where can confidentiality in schools become an issue?

- PSHE Education
- Circle Time
- Relationships and Health Education
- One to one discussions with children
- Disclosures by children
- School advice and support services
- Visiting health professionals
- Policy development

Therefore, it is vital that everyone working within a school is clear about the boundaries of their legal and professional roles and responsibilities so that they can all work together to ensure the best interests of the children.

Fear over lack of confidentiality remains one of the biggest deterrents to young people seeking help. Children and young people want to be able to speak in confidence about their anxieties and troubles. This is borne out by research where 40% of young respondents said that it is important that the person that they speak to about their worries will keep their word not to tell anyone. They also want to be listened to (66%), believed (49%), and feel that the other person would know how to sort things out (44%) (NSPCC, 2004). Children often tell a friend first about any problems they are experiencing, including abuse, but often their friends do not know how to help them.

Of course, where child protection concerns are an issue, then no professional is able to offer absolute confidentiality. However, there are many situations a child may find themselves in where child protection is not a concern and this is exactly why children need to know that when they have a problem or something they want to discuss in confidence there are people they can go to who they can trust. They also need the skills and confidence to identify situations where they need advice or help and to be able to access it (Brook, 2001). So, who needs to be concerned about confidentiality?

Children:

Children need to know who they can go to for help, who they can trust and that, within the boundaries defined by the school's code, their confidences will be respected.

Parents/Carers:

Parents/carers need to know that the Trust will always have the best interests of the children as their priority, that it will help children to involve parents as much as possible, and that it will respect the parenting relationship and the culture and beliefs of families.

Teachers and other school staff:

Teachers and other staff need to be clear about the boundaries of their legal and professional responsibilities to children. This will allow them to maintain an ethos of confidentiality and mutual respect in the school and classroom. This is especially critical nowadays as schools take on new roles within school's relationships and health and education programmes.

Trustees:

Trustees need to be seen to work in a way that protects the confidentiality of children and staff and reinforces respect for privacy throughout the school. They also need to be able to address the issue of confidentiality when developing policies such as the schools RHE policy.

Health Education:

Health professionals will need to know when to apply their professional obligation of confidentiality and when they are bound by school policy.