
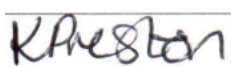




Policy/Procedure Name:	<b>RELATIONSHIPS &amp; HEALTH EDUCATION POLICY</b>		
Last Update:	<b>Sept 2024</b>	Next Update Due:	<b>April 2027</b>

Author	<b>Alex Smythe</b>
Signature of Authorised Individual	
Signature of the Director	

**DRAFT – consulting with parents**

## CONTENTS

1. Principles and values
  2. Aims
  3. Curriculum
  4. Implementation
  5. Parents right to withdraw.
  6. Monitoring
  7. Equality Statement
  8. Inclusion Statement
- Appendix 1 – Curriculum Content by Phase
- Appendix 2 – Curriculum Content by Theme

## 1. Principles and Values

Willow Park School's Relationships and Health Education (RHE) Policy ensures that we put in place the key building blocks for healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. At Willow Park, RHE is taught alongside PSHE as described below.

At Willow Park School we agree with the view that 'today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline.' This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The depth and breadth of views is clear, and there are understandable and legitimate



## Willow Park School Policies & Procedures

---

areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

RHE will provide pupils with the opportunity to embrace the challenges of creating a happy and successful childhood life. In order to do this they need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

We teach what is and is not acceptable behaviour in a relationship. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Relationships and Health Education (RHE) about the emotional, social and physical aspects of growing up and relationships. It will equip children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RHE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- Providing a curriculum which allows for the development of knowledge relevant to the age and stage of the learner.
- Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teaching non-biased, accurate and information that is positively inclusive.
- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Providing protection from shock or guilt.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.
- Complying with the advice given to schools by the Department for Education about the requirements of The Equality Act 2010.



# Willow Park School Policies & Procedures

---

Willow Park School is a multi-cultural community involving parents/carers, pupils, directors and staff. It is therefore of critical importance that the views and beliefs of all sections of the community are considered in the content and delivery of RHE. There are strongly held views and religious beliefs about aspects of RHE and the religious convictions of pupils and their parents will be accepted.

However, throughout our RHE program we will be clear that the 9 protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are respected and acknowledge at all times in our curriculum and are the basis of the equality laws in the United Kingdom. See Equality Statement at the end of this and all Willow Park policies.

## 2. Aims

The aim of RHE at Willow Park is to provide children with age-appropriate information, to explore attitudes and values and to develop skills in order to empower them to make positive decisions about their health-related behaviour and enable them to show an understanding of and acceptance of all areas within the equalities act. In addition, RHE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work, in the community and beyond.

## 3. Curriculum

RHE and PSHE are taught together in a mapped out sequential curriculum that allows for pupils' age and stage. The teaching is flexible to meet needs and outcomes which are carefully monitored via progression documents. The curriculum may need to be adapted where necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering 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 pupils are fully informed and do not seek answers online.

At present, we do not have pupils in upper KS2 but in the next review of this policy, when we will begin to have these older children on the school role, our RHE programme will include preparing students for the changes that adolescence brings (Year 3-5) and how a baby is conceived and born (Year 6).

See appendices 1 and 2 for curriculum content.

## 4. Implementation

RSE is delivered within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE) and our school's well-being and values sessions (through circle time and assemblies). A range of teaching methods, which involve



## Willow Park School Policies & Procedures

---

children's full participation, are used to deliver RHE. These include use of video, discussion, circle time, looking at case studies, drama and role-play.

RHE is delivered in mixed gender groups. 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 Appendix 1. 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, LGBTQ+ parents, families headed by other relatives, 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).

### 5. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships or Health Education at Willow Park School.

### 6. Monitoring

Monitoring is the responsibility of the Head teacher alongside support staff and the class teacher.

The school will assess the effectiveness of the aims, content and method of delivery used in promoting children's learning by lesson observation, sampling planning, questionnaires to children and feedback from parents. The effectiveness of the RHE programme will be evaluated by assessing children's learning and implementing changes to planning and delivery if required.

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Anti-bullying Policy
- Behaviour Policy
- PSHE Policy
- Keeping Children Safe in Education (DfE)

### 7. Equality Statement



## Willow Park School Policies & Procedures

---

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

### **8. Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.



## Appendix 1 – Curriculum Content by Phase

Phase	Topic/ Theme Details
	<i>Children will be taught concepts sequentially based on their 'stage' and not necessarily their age.</i>
Early Years	<p>Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop the skills required to form friendships and think about the nature of relationships with others.</p> <p><i>Pupils do not move onto the next phase of learning until they have embedded this phase.</i></p>
Key Stage 1 (Years 1 & 2)	<p>Through work in Science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In PSHE work, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.</p> <p>They should know and understand the names of the main external parts of the body, including agreed names for sexual parts.</p> <p>They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They consider the ways in which they are liked and different to others and recognise that these similarities and differences must be addressed with sensitivity.</p> <p>They also learn about personal safety and how to use simple rules for recognising safe and unsafe situations as well as resisting pressure when they feel uncomfortable or at risk.</p> <p><i>Pupils do not move onto the next phase of learning until they have embedded this phase.</i></p>
Key Stage 2 (Years 3-6)	<p>In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in Years 5 and 6. Children are taught about the physical, emotional and social changes at puberty, including the need to take care of personal hygiene.</p> <p>In PSHE work, they continue to develop an understanding of relationships within a family, friends and the community and that there are different patterns of friendship. They develop the skills needed to form relationships, to respect other people's relationships and to respect other people's emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting peer pressure.</p> <p>RSE should focus on the development of skills and attitudes, not just the acquisition of knowledge.</p>



## Appendix 2 – Curriculum Content by Theme

### Relationships & Health Education Topic Content (adapted from DfE Statutory Guidance)

*At Willow Park, the following is taught in line with the phases described in the Appendix 1*

Topic	Outcomes
<p><b>Families and people who care for me</b></p>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>● that families are important for children growing up because they can give love, security and stability.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>



## Relationships & Health Education Topic Content (adapted from DfE Statutory Guidance)

*At Willow Park, the following is taught in line with the phases described in the Appendix 1*

Topic	Outcomes
<p><b>Caring friendships</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>● how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>● 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.</li> <li>● how to recognise who to trust and who not to trust, how to judge when</li> <li>● 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.</li> </ul>





## Relationships & Health Education Topic Content (adapted from DfE Statutory Guidance)

*At Willow Park, the following is taught in line with the phases described in the Appendix 1*

Topic	Outcomes
<b>Respectful relationships</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● the conventions of courtesy and manners.</li> <li>● the importance of self-respect and how this links to their own happiness.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>● the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>



## Relationships & Health Education Topic Content (adapted from DfE Statutory Guidance)

*At Willow Park, the following is taught in line with the phases described in the Appendix 1*

Topic	Outcomes
<b>Online relationships and the media</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>● that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>● 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.</li> <li>● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>● how information and data is shared and used online.</li> </ul>
<b>Being safe (inc. consent)</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● 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.</li> <li>● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>● how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>● how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>● how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>● where to get advice e.g. family, school and/or other sources.</li> </ul>