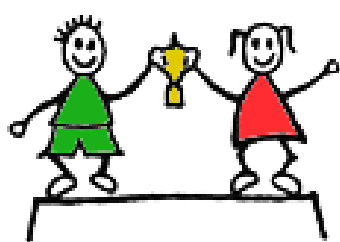




Willow Tree Academy



RHE Relationships and Health Education

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intent

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1. Aims/ Statement of intent

Intent:

Through our PSHE curriculum at Willow Tree Academy, we aim to embed the teaching and development of Relationships and Health Education (RHE). We aim to give our pupils the life-skills that will enable them to thrive while covering topics and subjects which will ensure that they are prepared for the future and know how to keep themselves safe and develop an understanding of relationships in the world. As children progress through primary school, they will access high quality, evidence-based and age-appropriate teaching of these subjects which will help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The aims of Relationships and Health Education (RHE) at our school is to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of personal development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships

The 2020 Government Guidance for RHE aims to ensure that all children are able to:

Embrace the challenges of creating a happy and successful adult life, pupils 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. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

As part of the Willow Tree Academy Trust, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum similar to that of the National Curriculum including requirements to teach Science, offering the elements of Sex Education contained in the Science Curriculum within our Relationships and Health Education.

Implementation

Staff at Willow Tree Academy are committed to deliver the content set out in this policy, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and

communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.

Impact

Our approach at Willow Tree Academy is to encourage children to form strong and positive relationships with others. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, resilience, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. Our curriculum will be delivered to ensure that Physical health and mental wellbeing are recognised as being interlinked, and that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

2. Legal framework

As outlined in the Relationships, Health and Sex Education (RHSE) statutory guidance (2020), Relationships Education is now compulsory for all pupils receiving primary education. They also make Health Education and Personal, Social, Health and Economic Education (PSHE) compulsory in all schools except independent schools. The development of this Relationships and Health Education Policy therefore outlines our aims and intent and runs concurrently with a Scheme of Work linking with our PSHE Scheme of Work.

Furthermore, the guidance also sets out both the rights of parents/carers to withdraw pupils from the Sex Education elements in year 6 (but not Relationships or Health Education) and the process that Head Teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of Sex education delivered as part of statutory RHE.

The Scheme of Work will be made available on the school website and it is documented within this scheme where parents/carers have the right to withdraw their child.

From September 2020 there are new requirements for teaching mental wellbeing as part of Health Education. Statutory guidance explains how this knowledge will benefit pupils, identifying that:

... young people are increasingly experiencing challenges ... The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise. (p4)

Therefore when planning our PSHE, P4C and RHE curriculum areas, we will:

- **consider thematic links** when planning and delivering lessons

- find ways to **link knowledge and vocabulary** across topics
- design lessons that **enable pupils to make connections** between mental wellbeing and other topics

3. Roles and responsibilities

In each of our schools within Willow Tree Academy, our PSHE/RHE designated coordinator will be responsible for ensuring that the policy is kept up to date and in line with statutory government guidance. They will liaise with the Executive Head and Heads of School to ensure a consistent approach.

We believe that this subject should be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. For example, the curriculum on Relationships and on Sex and Relationships should compliment, and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reports pupils may make as a result of the subject content). The subjects will sit within the context of our academy's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system. This is also the case for teaching about mental health within health education. The curriculum on Health Education should similarly compliment, and be supported by, the school's wider education on healthy lifestyles through physical education, science, sport and extra-curricular activity.

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people however, use of visitors will be used to enhance teaching by a member of staff in school, rather than as a replacement for teaching by those staff.

4. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. **Review** – A working group identified all relevant information including relevant national and local guidance
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
3. **Parent consultation** – parents from across the academy were invited to attend a meeting about the policy
4. **Ratification** – once amendments were made, the policy was shared with governors and ratified

The school understands the important role parents play in enhancing their children's understanding of Relationships and Health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication. Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them 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. Parents will be informed through the school website about the content of the Relationships and Health Education taught in each year group. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

5. Equal opportunities

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, sexual orientation, race, disability, religion or belief (collectively known as the protected characteristics). As a school, we endeavour to make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects. We teach about different family

groups that exist within society through our PSHE curriculum, teaching on matters when a need arises and integrated appropriately into the curriculum. Through restorative practice techniques and cross-curricular links, schools within our academy demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics.

Within our academy, we aim to ensure that our Health and Relationships education must be accessible for all pupils. For some children, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that teaching is sensitive, age-appropriate and developmentally appropriate.

Willow Tree Academy serves a diverse community and we have a range of pupils from different faiths and backgrounds, therefore we aim to ensure that our delivery of our Relationships Education is based on a good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities helping to create a constructive context for the teaching of these subjects.

Across Willow Tree Academy, we are LGBTQ+ inclusive and this understanding plays an important role in how we facilitate some of the PSHE/RSE learning opportunities for our children, providing sensitive and well judged integration at the right time. We pride ourselves on tackling prejudice-based bullying; promoting inclusivity for all and teaching children how to treat people who are different to them with respect.

6. Curriculum Objectives

Within our Scheme of Work for RHE (please see link: https://docs.google.com/document/d/17QV1VBO3Zhr5IKKxtLXRRtjS3MMKYrQ1_STxsdorrg/edit#), we have identified the criteria set out in Statutory guidance and identified how we set out to achieve this within our schools at Willow Tree Academy. We have used trusted links to identify teaching schemes and made explicit links between our PSHCE, Science and PE curriculum.

Cross-curricular links

The coverage of subject content within Relationships Education and Sex and Relationships Education links with our PSHE, Science, P4C and PE curriculum. Within our teaching, we look for opportunities to draw links between the subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum.

- At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.
- The coverage of e-safety within our Computing curriculum reflects the different and escalating risks that young people face as they get older. This includes how

to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

- Our PE medium term plans aim to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives. This is also communicated in our PSHE curriculum and through themed weeks in school.
- The subject content outlined in this policy will sit beside our current PSHE Scheme of Work and will complement it's content.
- Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing. Within our schools, we endeavour to address mental health and wellbeing in daily practice and this is intrinsic to our PSHE and P4C policies. We participate in mental health awareness weeks and these have been very successful. These include:
 - ❖ Mental Health Week
 - ❖ Kindness week
 - ❖ Every Kid Healthy Week
 - ❖ Within our schools in Willow Tree Academy, we have employed and have access to a Mental Health Support Worker.

Through our Restorative Practice techniques and the implementation of our Positive behaviour policy, we endeavour to promote pupil's self-control and ability to self-regulate using a range of strategies.

Physical activity and wellbeing

Teach pupils that physical activity (activity that gets heart pumping) has been proven to be good for mental wellbeing. Pupils should be physically active **every day for at least 60 minutes**. Ensure pupils know and experience the benefit of activity, such as:

- PE at school
- walking or cycling to school
- physically demanding activity out of or inside school (e.g. daily mile-long walk, jogging, sports)

Explain that this is the **minimum** and that the more exercise they do the better their wellbeing is likely to be.

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STATUTORY GUIDANCE

Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Primary

Social activity and wellbeing

Explain that **contact with other people has also been proven to be good for mental wellbeing**. Ensure that pupils know and experience the benefits of social interaction inside and outside school, including by:

- taking part in clubs (e.g. sports clubs, rainbows, beavers)
- participating in groups of people who share interests (e.g. drama clubs)
- helping out with volunteering projects at school
- volunteering elsewhere (e.g. litter picking with people in the local community)

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STATUTORY GUIDANCE

Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Primary

Positive routines and sleep

Teach pupils that **good mental wellbeing depends on getting the right amount of sleep every day**:

- children aged 3 to 5 need 10 to 13 hours
- children aged 6 to 12 need 9 to 12 hours
- young people aged 13 to 18 need 8 to 10 hours

Explain pupils can develop a routine to reduce screen time and prioritise sleep, social interaction and physical activity, which are vital for wellbeing, for example, by:

- agreeing a weekly online limit with their parents
- switching off their phone 2 hours before bed

STATUTORY GUIDANCE

Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Primary

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Simple self-care techniques

Teach younger pupils to make positive connections between things they enjoy (activities, friends) and feeling good.

Challenge older pupils to reflect on how rest, time with others, hobbies and interests, rationing time online, help to maintain and increase their wellbeing.

Ensure older pupils are taught and know of a range of **self-care strategies** they can use to regulate their emotional experience (for example, some people enjoy mindfulness, colouring, exercise, setting a time to 'unwind' before bed as well as getting enough sleep).

STATUTORY GUIDANCE

Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Primary

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Curriculum Delivery

Within our academy, we intend to follow the [Updated RHE Scheme of Work for 2020](#) [click here], which, as shown below, outlines the programme of study for each year group and covers the following topics:

Early Years and Key Stage One:

Foundation Stage / Reception	Families and people who care for me
Year 1	Families and people who care for me Caring friendships
Year 2	Caring friendships Being safe <i>Safety in the community/ emergency services/ online safety</i>

Lower Key Stage Two:

Year 3	Healthy/ Respectful Relationships <i>What is a relationship? What makes a healthy/unhealthy relationship?</i> Keeping myself safe Respect
Year 4	Healthy/ Respectful Relationships <i>What is a relationship? What makes a healthy/unhealthy relationship?</i> Keeping myself safe Respect Body Image <i>What is body image? Is anyone perfect? Media representations</i>

Upper Key Stage Two:

Year 5	Body Image <i>What is body image? Is anyone perfect? Media representations</i> Puberty - male and female body changes <i>What is puberty? What changes happen to the male and female bodies?</i> Puberty and Hygiene <i>Keeping clean and sanitary, menstruation and changing bodies</i> Different families, same love <i>What is a family? How are they different? Tolerance and respect</i>
Year 6	Puberty/ Changing Adolescent Bodies <i>What is puberty? What changes happen to the male and female bodies?</i> Understanding sex and relationships <i>Sex education, what is sex? How is sex used for reproduction?</i>

It is also our intention to ensure that physical and mental health and wellbeing are covered within our curriculum, through discrete teaching through the RHE curriculum or embedded within other subject areas such as ICT or PSHE.

We will:

- Teach pupils that, like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise.
- Explain to younger pupils that things they value, enjoy or are good at can all support mental wellbeing. Positive relationships, and eating and sleeping well can also help.
- Prompt older pupils to reflect on ways they can contribute to others' mental wellbeing, and establish which activities help them maintain their own wellbeing.
- Teach pupils to **identify and name the range and degrees of emotions** in daily life. Pitch lessons to match developmental stages.
- Develop an understanding of scales of emotion and Teach younger pupils to recognise: **emotional triggers** (losing a toy, routine change) that the behaviour

of others can affect their wellbeing, their own behaviour and emotions can affect others. As well as build older pupils' awareness of: the impact of **life events** (parents separating, arrival of a new sibling), the many factors that can affect mood such as responsibilities, personal preferences, exercise and how events can affect the intensity of our emotions

- Establish and build younger pupils' vocabulary for: things that make them feel happy or sad, things that could make someone else feel happy,
- Challenge older pupils to talk in more complex and nuanced ways about: how events and people can make them feel happy, sad, anxious or upset, identify others' emotions and how to recognise them how someone might feel in an abstract scenario

Monitoring and review

This policy will be reviewed at least every two years. The policy will be monitored and evaluated by:

- The PSHE/RHE subject leader.
- Senior Leadership Team (SLT).
- Governors
- In conjunction with Parents

The policy and/or procedures will, where necessary, be revised in light of these evaluations. This policy should be read in conjunction with all other school policies.