



**Family Life and Growing up
(Relationships and Health Education
policy)**

2023-2024

*At Cromwell Learning Community Multi
Academy Trust we believe that learning
without limits means we do not put a ceiling
on children's achievement.*

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Statement of intent

At Cromwell Learning Community MAT, we recognise that we have a responsibility to give children all the support we can as they grow up. As a school we will be using the Lifewise PSHE and Activity scheme which covers the statutory requirements of Relationships and Health Education (RHE) as stated in the national curriculum. We will also be using the school nurse to support with the delivery of some elements of the relationships and health education curriculum. Our curriculum considers the context of our school community. We need to be aware of the diversity of religious needs and we will ensure that the values of our community are respected.

At Cromwell Learning Community MAT, we aim to provide an atmosphere of confidence and trust in which all aspects concerning physical, moral, social, and emotional development can be discussed. The school prospectus and ethos clearly stress that appropriate behaviour, attitudes, and values are promoted and that all staff are committed to providing a caring environment. In being sensitive to the wishes of parents we will not forget our responsibility to meet the needs of children and their entitlement to equal opportunity.

Children are now reaching puberty at an earlier age than ever before (BENpct report 2008). They have the right to be made aware of the correct facts, eliminating any confusing messages received from each other or through the media. Whilst some parents are very comfortable talking with their children about stable, loving relationships, respect, love and care and puberty, many admit they are not. We feel the school should take responsibility for providing information and work with parents to form a partnership.

We have developed our Relationships and Health Education policy following consultations with our wider school community to ensure that we have shared statutory guidance and taken into consideration their views. Our policy at Cromwell will provide the basis upon which further development can be made in the secondary school.

1. Legal framework

From September 2021 schools have a legal duty to teach Relationships and Sex Education. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

What does this mean?

Primary schools are required to teach the relationships and health element of this subject. This means we **DO NOT** teach sex education. We use the term Relationships and Health Education within our documents (RHE).

The following link provides access to the government guidance for RSE:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

2. Roles and responsibilities

The policy will be at present co-ordinated by Mrs Darr, the Senior Leadership team and Curriculum leads. The policy will be shared with school staff, governors, and parents to share the curriculum and make everyone aware of what we are teaching.

All members of staff are committed to the delivery of the programme. In service training will also be provided through INSET to support all staff with their delivery of the RHE curriculum. The school nurse will deliver any lessons related to the body from Reception to Year 6. FGM lessons for Year 5 and 6 as well as puberty lessons for Year 4, 5 and 6 will also be delivered by the school nurse.

3. Early years provision

The central focus of each PSHE lesson is based upon the Early Learning Goals of:

- Personal, Social and Emotional Development
- Communication and Language
- Understanding the World

Research has shown how important it is, for children's' overall academic achievement, to have a good foundation to their learning in the Early Years but that it must also be supported by a robust and planned development of the personal, social and health education that underpins well-being. The individual topics of Lifewise PSHE in the foundation stage are tied together by the development of the key skills and attributes which pupils need to thrive both in their early years and throughout their childhood.

4. The National curriculum

Our curriculum is largely defined by the learning intentions and activities from the Lifewise PSHE and Activity scheme which covers the statutory guidance as set out by the government for PSHE and RSE. As a school we have always taught PSHE as part of the school curriculum to help support pupils' physical, social, moral and health awareness. We will also incorporate the guidance from the NSPCC about 'The PANTS rule' which is designed to help keep pupils safe and make them aware that their body belongs to them. As a school we have implemented Relationships and Health Education within our curriculum which is now statutory.

As a school we aim to:

- Provide information which is relevant and appropriate to the age and maturity of the pupils.
- Develop confidence in talking, listening, and thinking about feelings and relationships.
- Can name parts of the body and describe how their bodies work.
- Can protect themselves and ask for help and support; and
- Are prepared for puberty (Years 4, 5 and 6, gender separated groups) supported by the school nurse).
- Year 5 and 6 will also learn about FGM (gender separate groupings).

5. Teaching and learning

Delivery

- As topics.
- Through planned aspects of science.
- Through circle time.
- Through collective worship.
- With visitors – Birmingham Sign Posting Services.
- Addressed sometimes through assembly.
- Through RE.

Teaching Methods

- Discussions, encouraging full participation.
- Keeping mixed gender groups.
- Segregating classes into single gender groups may be appropriate for Year 5 and 6 classes where more sensitive issues are discussed – this may take place when an organised visit by the school nurse is made e.g. body changes.

Sensitive issues

- PSHE themes require sensitive approaches and staff are prepared to deal with these issues.
- Resources are carefully chosen to enable stories and situations to be explored in a safe context.
- Group agreements and class charters are put in place to support and protect all participants.
- Teachers will be prepared to handle personal issues arising from the work, and to deal sensitively with and follow up appropriately disclosures made in a group or individual setting.
- Difficult questions may be dealt with at a later time or in a smaller group. They may require parental involvement.
- All lessons will be taught objectively and professionally without any influence of personal beliefs, prejudice or opinion.

6. Planning

Through our unique and personalised curriculum which includes lessons from the Lifewise PSHE Scheme, Collective worship, Religious Education, and additional lessons we ensure that RHE is taught effectively in our school.

What does our Relationships and Health Education policy promote?

It promotes lifelong learning about physical, social, moral and emotional development. It also promotes the benefits of healthy lifestyles and raises awareness about activities which can be harmful to our

health. It is about the understanding of the importance of 'family life', different family set ups, stable and loving relationships, marriage, and respect for others. Above all we promote understanding, kindness and compassion towards everyone whether they are similar to us or different from us.

7. Assessment and reporting

The PSHE Lead, Curriculum lead as well as the Head Teacher will monitor the PSHE taught within our school through learning walks, book scrutinies and pupil voice.

8. Resources

All resources for the successful implementation of RHE within our school are provided by the PSHE Lead, Curriculum Lead, and the School Nurse.

9. Equal opportunities

In accordance with the school's Equality Information and Objectives Policy, all pupils will have equal access to the Relationships and Health Education curriculum.

-All pupils, regardless of race, gender or ability, will access the RHE Curriculum.

-SEND pupils should have resources/activities differentiated appropriately for their needs.

-RHE should be accessible to all pupils. It is an opportunity to explore differences in a sensitive way to develop pupils' knowledge and awareness of disability, gender and individual differences.

-All types of family will be recognised, taking care to ensure that there is no stigmatisation of children based on their home circumstances e.g. families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

-Children may have different roles within their family which may take many forms e.g. looked after children or young carers, stepsisters or brothers. Staff will address all situations with sensitivity to promote equality for all children.

In line with the Equality Act 2010 it is essential that our school:

-Eliminates unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act.

Consideration of Religious Backgrounds

We are mindful of the religious diversity of our school community and the surrounding area. We recognise the multicultural, multifaith nature of the United Kingdom and try to accommodate a variety of views and beliefs that exist within our community.

However, while we have a responsibility to listen to different viewpoints, we also have a statutory duty to implement our RHE policy.

10. Monitoring and review

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

The SLT will monitor teaching and learning in the subject at CLC MAT, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Any changes made to this policy will be communicated to all teaching staff.