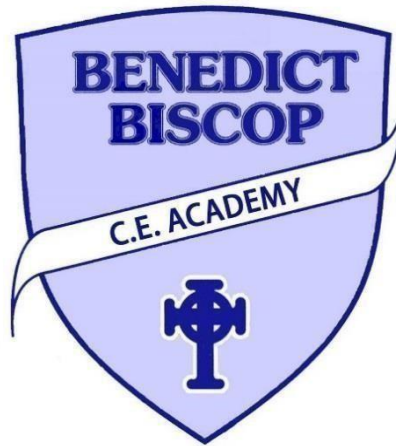




Benedict Biscop CE Academy

Relationships and Health Education Policy

Review Date:	Autumn 2023
Next Review Due:	Autumn 2025
Person in Charge:	Headteacher
Governance:	Chair of Governors

Mission and Vision

At Benedict Biscop C.E. Academy, part of Northern Lights Learning Trust, we aim to ***serve our community*** by providing an ***education of the highest quality*** within the context of ***Christian belief and practice***. We encourage an understanding of the meaning and significance of ***faith*** and promote ***Christian values*** through the ***experience*** we offer to all our pupils.

Our vision is '***all things are possible***', which comes from Matthew 19 V26, 'With God, all things are possible'.

We believe that ***each and every learner*** is completely unique and special to God and it is our role as a school, to enable them to ***flourish*** in their potential as a uniquely created and wonderfully made child of God.

High quality relationships between all members of school, staff and pupils, and the relationship with parents and carers is hugely important in enabling our children to flourish and achieve. Jesus was clear in his instructions to the disciples on this matter: 'Love your neighbour as yourself' – Matthew 22 V39.

Our pastoral work at school will strive to meet the significant challenge to create and maintain such relationships in ways which reflect the Gospel. Those who are school staff and in particular those in leadership roles, which include all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that Christian love will pervade all aspects of life at Benedict Biscop C.E. Academy. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environment is created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the way policies are written and implemented.

As part of Benedict Biscop C.E. Academy and Northern Lights Learning Trust, leaders, governors and staff are supported to fulfil their mission, in the way in where staff work together effectively as a team.

By working together in this way, we will create a unique, purposeful learning environment that enables ***all children*** to flourish and achieve. We will support and teach children to overcome challenges they face, and to believe they can make a positive contribution to the local and global community, no matter what.

Benedict Biscop C.E. Academy Relationship and Health Education policy is part of the Academy's pastoral system and safeguarding arrangements.

Policy formation and consultation process

The current policy has been developed, reviewed and determined by members of the Local Governing Body, staff, parents and School Nurse.

Stages in producing policy

- Review of statutory guidance [Relationships Education]
- Review of curriculum content to meet requirements.
- Circulation of relevant material.
- Review policy at Governors level – initial consultation.
- Review policy at Staff level
- Review policy – stateholders i.e. parents and school nurse
- Final review of policy at Governors level - Governors adopt policy [Autumn 2023].

Intent:

At Benedict Biscop CE Academy we want our children to know that *with God and together all things are possible*. We want them to flourish, gaining a strong understanding of the world around them, their place in the world and an understanding of the people who live in it. In order to do this, we have to equip our children to live safely, healthily and responsibly.

To help equip our children to live safely, healthily and responsibly, every academy is required to deliver statutory Relationships and Health Education [RHE].

For the purpose of this policy, 'relationships education' is defined as teaching pupils about healthy, respectful relationships of all kinds with a focus on family and friendships, in all contexts, including online.

For the purpose of this policy, 'health education' is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is not taught beyond the 2014 National Curriculum for Science.

At Benedict Biscop CE Academy statutory Relationship and Health Education content has been mapped out through our bespoke '*Personal Development*' curriculum.

Underpinning our curriculum, the Christian values are central to forming and maintaining healthy relationships, valuing all God's children and respecting their choices and differences as well as supporting mental and physical wellbeing both now and in the future.

This policy sets out the framework for delivering our statutory duty to deliver Relationships and Health Education, whilst providing clarity on how it is informed, organised and delivered.

Curriculum organisation and delivery:

At Benedict Biscop CE Academy, we have tailored the PSHE Associations' 'Programme of Study' and their core themes of: Health and Wellbeing; Relationships; and Living in the Wider World, incorporated the DFE Citizenship non-statutory programme of study alongside elements unique to our school context to create our own bespoke curriculum, which meets the needs of our school, local community and wider context.

Within our Personal Development curriculum coverage is grouped into the following areas:

- Shared responsibilities
- Respectful relationships
- Personal safety
- Managing hurtful behaviour [i.e. bullying and discrimination]
- Online relationships/internet safety and privacy
- Living in the wider world
- Healthy minds
- Healthy bodies
- Citizenship

Each year group covers each area, ensuring that a spiral programme is in place: one that revisits themes, gradually extending thinking, expanding knowledge and developing skills. We avoid, where possible, 'one-off', stand-alone sessions that will not be revisited, and instead make constant links to previous learning and experiences, and build upon these.

In addition, the curriculum goes beyond statutory expectations by incorporating the following:

- **Kidsafe** – Benedict Biscop provide the KidSafe UK Safeguarding programme. This is a specialised child protection / safeguarding programme from Early Years Foundation Stage through to Year 6. The aim is to protect, educate and empower children. With the help of our puppet 'KS', the lessons help children take an active role in protecting themselves from all forms of abuse. It is a proactive, not reactive programme which empowers children to speak out to a trusted grown up about abuse, to help minimise the short and long term damage and harm associated with abuse. The programme helps pupils articulate their worries and concerns and provides a consistent age appropriate language shared by both children and staff, which is built on year by year across school.
- **Rights respecting themes** – In key stage 1 and key stage 2 each year group has a theme based on one of the Unicef Rights of a Child. This not only helps understand the rights they have further, but helps them gain a wider understanding of the impact and changes Nationally and Globally that these rights provide. It allows children to reflect on their life as citizens and identify positive changes they wish to make.
- **Room to talk** – an area in school where children feel safe, share their worries and their concerns within a safe environment before situations escalate. Children have a right to be heard. As a Rights Respecting school, we have developed a system in school called Room to Talk. This is a safe place for children to talk to a trusted adult about any difficulties they

may be experiencing. Children will often create their own solutions. The adult's role in this is to facilitate rather than to find an answer. This NOT a counselling service but an opportunity for children to have access to designated support if they feel it is needed. Children may ask for support or be signposted for support by parents or staff.

Further links with our wider curriculum areas, for example, through family group opportunities in Early Years, Science, Computing and Physical Education in KS1 and KS2, also provide additional opportunities to further embed content.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make. Pupils will be taught about LGBT in an integrated way as part of work on different relationships, equality and diversity.

All teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

The organisation of the class is conducive to effective learning, including the use of smaller groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single sex groups.

Teachers will ensure teaching:

- Challenges perceived views of pupils based on protected characteristics and British Values, through exploration of, and developing mutual respect for, those different to themselves.
- Actively aims to reduce stigma, particularly in relation to mental wellbeing, and encourages openness through discussion and group work.

Working with external experts:

At times, school will work with external experts in order to enhance parts of the Curriculum e.g. the School Nursing Team. This enables pupils to access high quality education from experienced and trained professionals in their respective fields. In the event of such agencies working with pupils, school will ensure that:

- The appropriate measures are in place to safeguard pupils in line with school's existing policies.
- Teaching delivered by external providers fits with the planned curriculum and is in-line with this policy.
- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and other safeguarding Policies.

Working with parents:

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Parents will have access to this policy. At the launch of the policy, the contents will be shared with them. Drop-in events will enable parents to ask questions and provide the opportunity to address any concerns they may have. Details of these events will be shared via the school letter and newsletter systems.

Parents are always welcome to meet with their child's class teacher to discuss the content of lessons for their child and the Personal Development lead can be contacted via the school office to discuss the curriculum in its broader sense.

Confidentiality:

Confidentiality within the classroom is an important component of RHE and teachers are expected to respect the confidentiality of their pupils as far as is possible. However, staff are reminded that their duty to safeguard pupils supersedes this and any concerns should be reported to the Designated Safeguarding Lead (or deputy when this person is not available).

Managing Difficult Conversations:

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for RHE. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Careful consideration should always be given as to how to answer these questions, ensuring answers are factual and appropriate to the child's age, maturity and understanding. It may be necessary to seek advice from the Personal Development lead and/or parents/carers, to meet the unique needs of the child, as to how to sensitively and appropriately address these questions. Furthermore, the context in which these answers are addressed should also be given careful consideration, with one-to-one/ small group conversations deemed more appropriate.

Right to Withdraw

We want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive. Our Relationships and Health Education will help to do this. It does not incorporate Sex Education, which is optional at Primary School. Relationships and Health Education are a statutory part of primary curriculum and therefore parents do not have the right to withdraw their child from the subject. However, parents with concerns regarding the content of the curriculum should address these with their child's class teacher in the first instance, where we will work with parents to explain what is being taught and the rationale for our content.

Roles and Responsibilities

The Local Governing Body is responsible for:

- Ensuring all pupils make progress to achieving at least the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

The Headteacher Mrs. S. Armstrong is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Local Governing Body on the effectiveness of this policy.
- Reviewing this policy on a two-yearly cycle basis (light-touch review annually to ensure that it continues to meet the needs of all individuals within our school)
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

The Personal Development Lead [incorporating responsibility for RHE] is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the curriculum is age-appropriate, progressive and well sequenced and, where possible, has a reliable evidence basis.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the RHE curriculum coverage.
- Ensuring that the school's Personal Development curriculum [incorporating RHE] is delivered in a way that is inclusive and accessible for all pupils.
- Monitoring and evaluating the subject and providing accurate information to the Headteacher Mrs. S. Armstrong.

Class teachers are responsible for:

- Delivering the relevant, age-appropriate content from the curriculum mapping.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring that the curriculum they deliver is accurate and without bias, ensuring they do not express personal views or beliefs when delivering the programme.
- Ensuring delivery is in-line with our school's Christian values.
- Modelling positive attitudes towards the curriculum content.
- Responding to any safeguarding concerns in line with the Child Protection and other safeguarding policies.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.

- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RHE subject leader to evaluate the quality of provision.

Legal Framework:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

The policy operates in conjunction with the following policies and guidance

- Child Protection
- Child on Child Abuse
- Behaviour Policy
- Anti-Bullying
- SEND
- Intimate Care Policy
- Valuing All God's Children (2019) Guidance for Church of England