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# Relationships and Health Education Policy

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**Person Responsible:** ----- Mrs K Dyos-Smith  
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Agreed by the Principal

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## **1. Background**

The UK government has passed The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 which made Relationships and Health Education compulsory for all pupils receiving primary education.

The Department for Education also published guidance as to the content of the Relationship Education and Health Education.

The effect of this legislation is that from September 2020, all state-funded primary schools should deliver two subjects “Relationships Education” and “Health Education”. These subjects should sit within a wider framework of Personal, Social, Health Education, which has been described by the Chief Medical Officer as a bridge between health and education.

High quality, evidence-based and age-appropriate teaching of these subjects can 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.

Although these are important educational subjects in their own right, research evidence suggests learning about relationships and health promotes well-being and can also improve academic attainment.

These subjects represent a huge opportunity to help children and young people develop knowledge and attributes to support their own, and others,’ well-being and attainment and help them to become successful, and happy adults, who make a meaningful contribution to society.

Primary Schools also can decide whether they also teach ‘Sex Education’ in addition to that already being addressed as part of the National Curriculum, Science.

## **2. Aims of the Relationships and Health Education**

‘The aim of relationships education at Porters Grange is to help pupils develop self-respect, confidence and empathy and empower our pupils to make informed choices that will promote their own health and well-being and future aspirations. Pupils will learn about what makes a healthy relationship, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, managing risks and how to seek help if they feel unsafe.

In the context of learning about loving, respectful and stable relationships and how to stay safe, our pupils will learn about sex, human sexuality, and sexual health. This learning is progressive and will be at an age which is appropriate and following a programme agreed by Southend on Sea City Council. We believe that when children feel that they can ask questions, understand their bodies, and build safe, respectful relationships, then they can grow, learn, and develop healthy behaviour for life.

In KS1 our programme will be laying the foundations of understanding about growth and respect for one another. Topics will include relationships, keeping clean, keeping safe, my body, people who can help me, what to do if we feel sad, maintaining friendships and safety (include on and offline).

In KS2 we begin to prepare learners for the changes experienced during puberty including life cycles, sexual body parts, keeping clean, managing our feelings, getting on with others, relationships, positive self-esteem, and gender stereotypes.

In upper key stage 2, children will learn more about puberty, managing difficult feelings and understanding how babies are made and born. We will continue to learn about keeping safe both on and offline.

Our pupil's learning about relationships, is mutually supportive of, and contributes to learning about Health Education. This includes promoting physical health and mental well-being and setting aspirational goals for the future. These learning opportunities give pupils the information that they need to make good decisions about their own health and well-being, promote pupils' ability to regulate their emotions and to reduce stigma attached to mental health issues.

Throughout our learning, we will always aim to recognise and respect our pupils' different experiences, backgrounds, and identity. We are committed to giving our pupils every opportunity to achieve the highest of standards and engage in quality learning about relationships and health that take into account children's varied experiences and needs. Our teachers will ensure that planning and teaching is adapted to reflect the diversity of the school community and help each and every pupil to feel valued and included in the classroom.

Our pupil's learning in Relationships Education and Health Education will support the wider work of the school in helping to foster pupil well-being, develop resilience and build character that we know are fundamental to pupils being happy, successful, aspirational, and productive members of society.

### **3. Policy Development**

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education in their Statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education<sup>7</sup> which is mandatory from September 2020.

We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships education programme. The process has involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance.
2. Staff consultation – staff had the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties were invited to work with us on policy, look at examples of resources and make recommendations.
4. Pupil consultation – we spoke to pupils about the skills they would like to learn
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

All schools are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their special educational needs and disabilities (SEND). Relationships Education and Health Education must be accessible for all pupils, and we will ensure high quality teaching, in line with the SEND code of practice that is adapted and personalised to ensure accessibility. Our Relationships Education and Health Education Policy will be published on our website and a paper copy can be obtained from the school office.

#### **4. Statutory Requirements**

Relationships education is compulsory in primary schools, so all pupils must take part in these lessons. In developing our policy, we consulted with Parents and other stakeholders, which DfE guidance suggests should be a process, to seek opinions about particular activities, to better understand their views and take them into account when making final decisions.

Sex education is not compulsory for primary schools. Pupils will learn about puberty and the changing adolescent body as part of Health Education and science lessons after year 4.

Other aspects of sex education will not be covered until year 6 unless safeguarding concerns determine otherwise. Parents will be informed in advance if that happens. Parents will also be informed, in advance, when sex education lessons occur in Year 6 and will be given an opportunity to review the resources used prior to this.

Health Education is also statutory and focuses on learning about the characteristics of good physical health and mental well-being and the relationship between good physical health and good mental well-being.

#### **5. Links to other policies and curriculum areas**

The PSHE curriculum is complemented by religious education, Science and Health Education. When teaching the national curriculum, we will plan for opportunities to draw links between the subjects and integrate teaching where appropriate.

##### **5.1 National Curriculum for Science**

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. This remains statutory.

##### **5.2 National Curriculum for Computing**

Our curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms, and data representation. It also

covers e-safety, with progression in the content to reflect 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.

### **5.3 National Curriculum for Physical Education**

Our PE curriculum aims 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.

### **5.4 Other Policies**

Our policies comply with the relevant requirements of the Equality Act 2010 and are supported by our anti-bullying policy, equality and diversity policy, and safeguarding policy.

These policies should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social, and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social, and cultural development)

## **6. Delivery of Relationships Education**

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age-appropriate way. The school environment will reflect, value, and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn in Relationships Education by the end of Year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

### **6.1 Families and people who care for me**

- Families are important for children growing up because they can give love, security, and stability.
- 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.
- 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.
- 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.
- 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.

### **6.2 Caring friendships**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.

### **6.3 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.
- 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.
- 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.

### **6.4 Online relationships**

- People sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- 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.

### **6.5 Being safe**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- 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.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

## **7. Delivery of Health education**

Health Education is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental well-being, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

The Department for Education (DfE) has set out guidance on what children must learn in Health Education by the end of Year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

### **7.1 Mental well-being**

- Mental well-being is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is particularly important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.

- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## **7.2 Internet safety and harms**

- For most people, the internet is an integral part of life and has many benefits.
- The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted.
- where and how to report concerns and get support with issues online.

## **7.3 Physical health and fitness**

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

## **7.4 Healthy eating**

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

## **7.5 Drugs, alcohol, and tobacco**

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## **7.6 Health and prevention**

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation, and vaccination.

### **7.7 Basic first aid**

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, for example, dealing with common injuries, including head injuries.

### **7.8 Changing adolescent body**

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual well-being including the key facts about the menstrual cycle.

## **8. Roles and responsibilities**

### **8.1 The governing board**

The governing board will approve the relationships education policy and hold the principal to account for its implementation.

As well as fulfilling their legal obligations, governors will also ensure 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.

### **8.2 The principal**

The principal is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.

### **8.3 Staff**

Staff are responsible for:

- Delivering relationships in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to relationships education, and health education, as with any other subject
- Monitoring children's learning to ensure they make progress
- Responding to the needs of individual pupils
- Ensuring that the learning is accessible to pupils with SEND.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education lessons, if applicable.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support.

### **8.4 Pupils**

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

## **9. Parents' right to withdraw their children from lessons**

Parents have the right to withdraw their children from sex education lessons as detailed in paragraph 2 and taught as part of the Relationships Education or PSHE curriculum.

Requests for withdrawal should be put in writing and addressed to the principal. A copy of withdrawal requests will be placed in the pupil's file so that parents' wishes are on record. The principal will automatically grant the request to withdraw a pupil from the sex education and alternative work will be given to pupils who are withdrawn from sex education.

Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

There is no right to withdraw from Relationships Education or Health Education.

## **10. Training**

Staff are trained on the delivery of relationships education as part of their induction, and it is included in our continuing professional development calendar.

The principal will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching Relationships and Health Education.

Whilst external visitors are used to enhance the delivery of Relationships Education and Health Education, any sessions delivered by outside visitors will be consistent with our policy on relationships education.

Staff will receive general training in the PSHE programme alongside training using the agreed sexual health programme (Yasmin and Tom) authorised by Southend on Sea City Council.

## **11. Monitoring and Evaluation arrangements**

The delivery of Relationships Education and Health Education is monitored by PSHE subject leaders through planning scrutiny, pupil and teacher interviews, lesson observations and work samples.

Pupils' development in Relationships Education, and Health Education, is monitored by class teachers as part of our internal assessment systems which includes evaluation using pre and post screening measures.

This policy will be reviewed annually. At every review, the policy will be scrutinized and ratified by the governing board.