



# SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



## Relationships and Health Education Policy

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## **S1. Context**

This policy document should be considered in the light of our School Mission Statement, which outlines all that underpins our work here at St. John's.

Our ethos, here at St John's is to educate all our pupils with Christ at the centre, and thus all that we teach is focussed upon Catholic values and morals. We recognise each of our pupils as unique individuals, created in the image and likeness of God and our curriculum reflects the Gospel values of our faith. It is integral to teaching the Christian values and is taught in the context of Christian relationships and virtues. RHE promotes pupil's self-esteem and emotional wellbeing. It helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the wider community.

Here at St John's we want to embrace the challenges of creating a happy and successful adult life, by giving pupils the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. This policy focuses on how we teach the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other children and adults; peers and teachers.

### **Rationale**

Here at St John's we feel that RHE is an important part of education, this is because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person, made in the image and likeness of God, underpins all our teaching. At St John's we see all people and all creation as unique. Our RHE teaching is in alignment with the Church's moral teachings and the Diocese of Shrewsbury's guidance. We emphasise the importance of marriage and family, whilst acknowledging that all pupils have a fundamental right to have their life respected - whatever their choices or background.

## **S2. Aims and Objectives**

This RHE policy has been developed as part of a full PSHE Policy. We work in partnerships with parents/carers, Ten:Ten theatre community company and other external providers such as our school nurse, to provide pupils with a positive and thought-out RHE curriculum, which is in line *'with their physical, cognitive, psychological and spiritual maturity, which is rooted in a Catholic vision of education and human person.'*

Here are St John's we:

- Endeavour to help pupils grow in self-respect and self-worth, recognising that each of us is created in the image and likeness of God
- Appreciate and understand the role of God our Father as creator of our world and the founder of productive and purposeful relationships.
- Enable pupils to have an understanding that love, trust and faith is central to relationships, free from exploitation, abuse and bullying.
- Promote an appreciation of the nature, purposes and value of marriage and the family

- Enable pupils to understand themselves and their bodies emotional development; self-esteem, confidence, self-respect and empathy and physical and psychological development; growth and puberty.
- Enable pupils to reflect and recognise the qualities that are needed in order to grow, develop and sustain positive and effective relationships; friends, family and other adults.
- Help build resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups, developing their ability to assess pressures and respond appropriately; (see E-Safety policy)
- Enable pupils to build patience, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love one another.
- Help pupils to assess risk taking and managing behaviours in order to minimise the risk to health and personal integrity.
- Help our pupils to prepare for life in modern Britain.

We will ensure that RHE meets the needs of all our pupils irrespective of their ability, level of maturity and personal circumstance; this includes faith, culture, family background and sexual orientation. Our teaching will also educate pupils about discrimination, teasing, bullying and aggressive behaviours, this includes cyber-bullying and use of prejudice language: most importantly, how to respond and ask for help (some of these areas will be covered through our PSHE curriculum, see policy).

### **S3. Definitions and Terminology**

The DfE guidance states that:

*“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”. Furthermore, “it is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in the right relationships with their self and others and being enabled to make moral decisions in conscience.”*

Relationships and Health Education (RHE) – is the lifelong learning about physical, moral, social and emotional development. It is the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care.

### **S4. Leadership and Management**

Governors, in consultation with the headteacher, have a statutory responsibility for RHE in their school. Governing bodies, together with the headteacher, pastoral leads and PSHE co-ordinator, are expected to involve parents/carers, pupils, staff, health professionals and other agencies to ensure that the school’s RHE programme addresses the needs of the community, is in-line with government guidance, covers most health priorities that individuals face within our community and modern Britain, and also the needs of our pupils. All staff have a responsibility to make sure the delivery of RHE is high-quality, accessible for all and in-line with both the National Curriculum requirements and the Diocese or Shrewsbury.

## **S5. Delivery of RHE (Including staff training)**

### **Approaches and Schemes**

High quality, evidence-based and age-appropriate teaching of RHE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. At St John's we promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

RHE is delivered through the Diocesan approved scheme 'Ten:Ten – Life to the Full'. The Diocese has agreed that it meets all the necessary criteria for a Catholic school. It incorporates scripture and prayer in each related unit of work. Each unit has strong links with building happy and healthy relationships. Delivery of RHE is the responsibility of the class teacher, however outside agencies, e.g. the school nurse may also have an input, although always in-line with our school ethos and the Church's teaching. Parents/carers are asked to support the teaching at home.

Teaching strategies:

- Recapping values and morals
- Establishing ground rules (Golden Rules)
- Distancing techniques
- Discussion (circle time)
- Project learning and research tasks (where appropriate)
- Reflections (collective worship & circle time)
- Group work and one-to-one

Pupils should be taught to develop personal attributes and values including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice – these attributes and values are taught fortnightly through our 'Statements to live by.'

Whilst promoting Catholic values and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme, by providing an RHE programme that offers a range of viewpoints on issues.

All staff teaching RHE should have annual training, whether this is at a staff meeting (internal) or training courses led by external agencies. They should have read and be up to date with the new 2019 guidance, which is compulsory from September 2020.

### **S6. Outside Educators (including School Nurse)**

Health professionals who are involved in delivering programmes are expected to work within the schools' Relationships, Health and Sex Education Policy and under the instruction of the headteacher. They should follow their own professional codes of conduct.

### **S7. National Curriculum Requirements**

The curriculum guidance from 2019 states that:

*'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education'. Unless parents/carers choose to withdraw their child/children (see S13.)*

Relationships and Sex Education is not compulsory for primary schools, however, 'Health Education is compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.'

Some parts of this curriculum fall under the National Curriculum 'science'. Modules covered in the science curriculum during year 5 and 6 are:

### Reproduction

*Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta*

### Health

*The effects of recreational drugs (including substance misuse) on behaviour, health and life processes*

## **S8. Specific requirements for key stages (TEN:TEN scheme breakdown)**

*Teachers will have 3 modules to teach and each module will have individual sessions, split over the course of the year lasting between 30 minutes to 1 hour each.*













## **PHE whole school LTP**

		PSHE Long Term Overview					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Development Matters	Nursery & Reception follow the Personal, Social & Emotional areas of learning from Development Matters (see Long Term Plan for EYFS for further details)					
Key Stage 1 & 2	TenTen Curriculum	Module 1 - Created and Loved by God		Module 2- Created to Love Others		Module 3- Created to Live in Community	
	Statements to Live by (Cycle A)	<b>Dignity &amp; Integrity</b> We are special. I know we are the same but different. I can say how I feel.	<b>Kindness &amp; Generosity</b> I know what to do if I see someone hurt. I know how to help others when they are in trouble. I know when to ask for help and who to ask for help.	<b>The Common Good</b> I try to stand up for myself and others without hurting others. I try to use words that make the world a better place. I try to love others as I do myself.	<b>Courage &amp; Trust</b> I try to forgive people when they hurt me. I know how to show I am sorry. I know it is ok to make mistakes.	<b>Respect for ourselves and others</b> I can tell you how I look after myself. I can work, play, rest and pray each day. I listen to what you say.	<b>Humility and Pride</b> I keep going when things are difficult. I know what human dignity is and show respect. I know I belong in a community that includes my school.
	Statements to Live by (Cycle B)	<b>Dignity &amp; Integrity</b> I say 1 good thing about myself. I can laugh and have fun. Simple things make me happy	<b>Justice</b> I try to follow our school and classroom rules. I try to be just and fair. I cooperate with others in work and in play	<b>Peace &amp; forgiveness</b> I can learn from my mistakes and failures. I can recognise comfortable and uncomfortable feelings. I try to be accepting of others	<b>Courage &amp; trust</b> I understand what trust means. I try to accept forgiveness from others. I understand the importance of peace.	<b>The Common Good</b> I stand up for people being treated unfairly. I think before I make choices that affect my health I know what humility means.	<b>Solidarity and caring for creation</b> I appreciate the beauty and wonder in the world around me. I know we are happiest when we are united. I understand that rights match responsibility.













## PHE whole school lesson mapping

PSHE Lesson Mapping - Whole School						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	EYFS Module 1 Unit 1 (story sessions)		EYFS Module 2 Unit 1 (Session 1) EYFS Module 2 Unit 2 (Session 1, 2 & 3)		EYFS Module 2 Unit 3 (Session 1,2,3 & 4) EYFS Module 3 Unit 1 (Sessions 1 & 2) EYFS Module 3 Unit 2 (Session 1)	
<b>Reception</b>	EYFS Module 1 Unit 1 (story sessions)		EYFS Module 1 Unit 2 (Sessions 1,2 & 3) EYFS Module 1 Unit 3 (Sessions 1,2 & 3)		EYFS Module 1 Unit 4 (Session 1) EYFS Module 3 Unit 3 (Sessions 1 & 2) EYFS Module 3 Unit 2 (Session 1)	
<b>Year 1</b>	KS1 Module 1 Unit 1 (story sessions) KS1 Module 2 Unit 1 (Session 1)		KS1 Module 2 Unit 2 (Sessions 1,2 & 3) KS1 Module 2 Unit 3 (Sessions 1&2)		KS1 Module 3 Unit 1 (Sessions 1 & 2) KS1 Module 3 Unit 2 (Session 1)	
<b>Year 2</b>	KS1 Module 1 Unit 1 (story sessions)		KS1 Module 1 Unit 2 (Sessions 1-4) KS1 Module 1 Unit 3 (Sessions 1,2 & 3)		KS1 Module 1 Unit 4 (Sessions 1 & 2) KS1 Module 3 Unit 1 (Sessions 1 & 2) KS1 Module 3 Unit 2 (Session 1)	
<b>Year 3</b>	LKS2 Module 1 Unit 1 (story sessions) LKS2 Module 2 Unit 1 (story sessions)		LKS2 Module 2 Unit 2 (Sessions 1 & 2) LKS2 Module 2 Unit 3 (Sessions 1-5)		LKS2 Module 3 Unit 1 (Sessions 1 & 2) LKS2 Module 3 Unit 2 (Session 1)	
<b>Year 4</b>	LKS2 Module 1 Unit 1 (story sessions)		LKS2 Module 1 Unit 2 (Sessions 1 - 4) LKS2 Module 1 Unit 3 (Sessions 1-3)		LKS2 Module 1 Unit 4 (Session 1) LKS2 Module 3 Unit 1 (Sessions 1 & 2) LKS2 Module 3 Unit 2 (Session 1)	
<b>Year 5</b>	UKS2 Module 1 Unit 1 (story sessions) UKS2 Module 2 Unit 1 (Session 1)		UKS2 Module 2 Unit 2 (Sessions 1-3) UKS2 Module 2 Unit 3 (Sessions 1-6)		UKS2 Module 3 Unit 1 (Sessions 1&2) UKS2 Module 3 Unit 2 (Session 1)	
<b>Year 6</b>	UKS2 Module 1 Unit 1 (story sessions)		UKS2 Module 1 Unit 2 (Sessions 1-4) UKS2 Module 1 Unit 4 (Sessions 1-3)		UKS2 Module 2 Unit 2 (Session 4) UKS2 Module 3 Unit 1 (Sessions 1&2)	













## EYFS LTP

PSHE Long Term Overview - EYFS						
	Autumn	CST's	Spring	CST's	Summer	CST's
<b>Nursery</b>	EYFS Module 1 Unit 1 <b>Handmade with love</b> (5 x 15-minute sessions over 5 days)	 	EYFS Module 2 Unit 1 <b>Session 1</b> (2 x 15-minute sessions)  EYFS Module 2 Unit 2 <b>Session 1, 2 &amp; 3</b> (15 mins per session)	 	EYFS Module 2 Unit 3 <b>Session 1,2,3 &amp; 4</b> (15 mins per session)  EYFS Module 3 Unit 1 <b>Sessions 1 &amp; 2</b>  EYFS Module 3 Unit 2 <b>Session 1</b>	 
<b>Reception</b>	EYFS Module 1 Unit 1 <b>Handmade with love</b> (5 x 15-minute sessions over 5 days)	 	EYFS Module 1 Unit 2 <b>Sessions 1,2 &amp; 3</b> (15 mins per session)  EYFS Module 1 Unit 3 <b>Sessions 1,2 &amp; 3</b> (15 mins per session)	 	EYFS Module 1 Unit 4 <b>Session 1</b>  EYFS Module 3 Unit 3 <b>Sessions 1 &amp; 2</b>  EYFS Module 3 Unit 2 <b>Session 1</b>	 

## KS1 LTP













PHSE Long Term Overview - KS1						
	Autumn	CST's	Spring	CST's	Summer	CST's
Year 1	KS1 Module 1 Unit 1 <b>Let the Children come</b> (5 x 15-minute sessions over 5 days)  KS1 Module 2 Unit 1 <b>Session 1</b> (40 min session)	 	KS1 Module 2 Unit 2 <b>Sessions 1, 2 &amp; 3</b> (30 min sessions)  KS1 Module 2 Unit 3 <b>Sessions 1 &amp; 2</b> (30-45 min sessions)	 	KS1 Module 3 Unit 1 <b>Sessions 1 &amp; 2</b> (30 min sessions)  KS1 Module 3 Unit 2 <b>Session 1</b> (35 min sessions)	 
Year 2	KS 1 Module 1 Unit 1 <b>Let the Children come</b> (5 x 15-minute sessions over 5 days)	 	KS1 Module 1 Unit 2 <b>Sessions 1-3</b> (40 min sessions)  KS1 Module 1 Unit 3 <b>Sessions 1, 2 &amp; 3</b> (40 min sessions)	 	KS1 Module 1 Unit 4 <b>Sessions 1 &amp; 2</b> (30 min sessions)  KS1 Module 3 Unit 1 <b>Sessions 1 &amp; 2</b> (30 min sessions)  KS1 Module 3 Unit 2 <b>Session 1</b> (35 min session)	 

## LKS2 LTP

PHSE Long Term Overview - LKS2						
	Autumn	CST's	Spring	CST's	Summer	CST's
Year 3	LKS2 Module 1 Unit 1 <b>Get Up! Story sessions &amp; session 2</b> (5 x 15-minute sessions over 5 days & 1 45 min session)  LKS2 Module 2 Unit 1 <b>Story sessions</b> (5 x 15-minute sessions over 5 days)	 	LKS2 Module 2 Unit 2 <b>Sessions 1 &amp; 2</b> (45 min sessions)  LKS2 Module 2 Unit 3 <b>Sessions 1 &amp; 2</b> (45 min sessions)	 	LKS2 Module 3 Unit 1 <b>Sessions 1 &amp; 2</b> (45 min sessions)  LKS2 Module 3 Unit 2 <b>Session 1</b> (50 min session)	 
Year 4	LKS2 Module 1 Unit 1 <b>Get Up! Story sessions</b> (5 x 15-minute sessions over 5 days & 1 45 min session)	 	LKS2 Module 1 Unit 2 <b>Sessions 1 - 3</b> (45 min sessions)  LKS2 Module 1 Unit 3 <b>Sessions 1-3</b> (45 min sessions)	 	LKS2 Module 1 Unit 4 <b>Session 1</b> (45 min session)  LKS2 Module 3 Unit 1 <b>Sessions 1 &amp; 2</b>  LKS2 Module 3 Unit 2 <b>Session 1</b>	 



# UKS2 LTP

PHSE Long Term Overview - UKS2						
	Autumn	CST's	Spring	CST's	Summer	CST's
Year 5	<p>UKS2 Module 1 Unit 1 <b>Calming of the storm</b> Story sessions 5 x 15-minute sessions over 5 days &amp; 1 45 min session)</p> <p>UKS2 Module 2 Unit 1 <b>Session 1</b> (60 min session)</p>	 	<p>UKS2 Module 2 Unit 2 <b>Sessions 1-3</b> (60 min sessions)</p> <p>UKS2 Module 2 Unit 3 <b>Sessions 1 &amp; 2</b></p>	 	<p>UKS2 Module 3 Unit 1 <b>Sessions 1&amp;2</b></p> <p>UKS2 Module 3 Unit 2 <b>Session 1</b></p>	 
Year 6	<p>UKS2 Module 1 Unit 1 <b>Calming of the storm</b> Story sessions 5 x 15-minute sessions over 5 days &amp; 1 45 min session)</p>	 	<p>UKS2 Module 1 Unit 2 <b>Sessions 1-4</b></p> <p>UKS2 Module 1 Unit 4 <b>Session 3</b></p>	 	<p>UKS2 Module 2 Unit 2 <b>Session 4</b></p> <p>UKS2 Module 3 Unit 1 <b>Sessions 1&amp;2</b></p>	 

## S8a. - PHE progression of skills

PHSE Progression of Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Emotional &amp; Mental Health</b>	<p>I know what makes me happy.</p> <p>I can understand that I have a range of feelings. (Self-esteem)</p> <p>I can explore the impact of how my behaviour makes others feel.</p>	<p>I can understand the difference between big and small feelings (change and loss)</p> <p>I can understand what makes people happy (friends and family)</p> <p>I know the difference between joking and bullying.</p>	<p>I can understand that feelings affect my behaviour</p> <p>I know how to manage my feelings.</p> <p>I can build a positive self-image.</p>	<p>I can understand what is meant by Resilience.</p> <p>I can think of strategies to overcome problems.</p> <p>I can understand my responsibilities as a citizen.</p> <p>I know what is meant my discrimination.</p>	<p>I can understand how parts of the brain affect my feelings.</p> <p>I know how to negotiate and compromise.</p> <p>I can understand the impact the internet has on mental health.</p>	<p>I can challenge my own thoughts and feelings.</p> <p>I know what is meant by stereotyping</p> <p>I can understand the impact the internet has on mental health.</p>
<b>Relationships Education</b>	<p>I can identify who the special people are in my life.</p> <p>I can know the differences and similarities between people.</p> <p>I can understand that similarities between girls and boys (body parts)</p>	<p>I can know what is private about my body.</p> <p>I can understand the growing of my body</p> <p>I know the differences between fair, unfair, kind and unkind.</p>	<p>I understand what is meant by personal space.</p> <p>I know what a healthy relationship looks like. (Friendship)</p> <p>I understand what an equal relationship looks like. (Trust)</p>	<p>I understand the diversity we have within our community. (LGBT)</p> <p>I can debate the roles of girls and boys.</p> <p>I understand how my body changes. (Menstruation)</p>	<p>I understand the changes that happen within my life.</p> <p>I know about the different relationships in my life.</p> <p>I know what is meant by unwanted touch. (FGM)</p>	<p>I know what a happy loving relationship looks like. (inc marriage and forced marriage)</p> <p>I know what puberty is and how it will affect me</p>
<b>Keeping Safe</b>	<p>I can understand the rules for keeping myself safe (ROAD, WATER, FIRE)</p> <p>I can understand how to keep myself safe at home. (Medicines)</p> <p>I know what is an emergency and where to get help.</p>	<p>I can understand how medicines help us to get better.</p> <p>I can learn and know the rules about household substances (hazard signs etc)</p> <p>I can know my role in keeping people safe</p>	<p>I understand how to keep safe online</p> <p>I can understand some of the risks in my life and how to manage them. (water, fire etc)</p> <p>I know how and when to contact the emergency services)</p>	<p>What are the ways we communicate online?</p> <p>I know how to identify risk, hazards and danger. (escape plans etc)</p> <p>I can control my own emotions.</p> <p>I know the differences between legal and illegal</p>	<p>I know how to respond to risk and dare. (teaching children to say no)</p> <p>I understand habits and how they affect our lives.</p> <p>I can identify what or who influences me.</p>	<p>How do I stay safe on a mobile or tablet?</p> <p>I know the impact of drugs on my mind and body.</p> <p>I know how to make my own choices. (peer pressure)</p> <p>I know basic first aid</p>
<b>Healthy Lifestyles</b>	<p>I can learn where food comes from</p> <p>I know how to look after my teeth.</p> <p>I can understand how to keep myself clean.</p>	<p>I can understand about my diet. (Food and water are essential for life)</p> <p>I can understand the importance of exercise.</p> <p>I can understand how to prevent disease from spreading.</p>	<p>I understand the importance of a healthy diet (body)</p> <p>I know how to keep safe in the sun.</p> <p>I can understand the importance of personal hygiene.</p>	<p>I know how to get a good night's sleep? (Why is it important)</p> <p>I can understand the impact of fuel in my body. (Energy = food)</p> <p>I know how to stay physically active.</p>	<p>I know how to stop the spread of diseases (worldwide).</p> <p>I can understand the importance of a happy me.</p> <p>I can understand the importance of nutritional content (portion size, sugar smart)</p>	<p>I know how my mental and physical wellbeing are connected.</p> <p>I know how to keep physically healthy.</p> <p>I can plan and prepare my own healthy meal.</p>
<b>Living in the Wider World</b>	<p>I know what class and school community rules are. (who can help me)</p> <p>I can understand where money comes from.</p> <p>I know what is in our environment (how to look after it)</p>	<p>I can identify which part of the community I am a part of.</p> <p>I know how to make some choices about spending money.</p> <p>I know how to look after my environment</p>	<p>I can understand how laws and rules protect me (police, teachers)</p> <p>I can understand the difference between British communities and some global communities (ways of living)</p> <p>I know the link between – work and money</p>	<p>I know my rights as a child.</p> <p>I can understand the importance of money and how to look after it.</p> <p>I can understand what is meant by sustainability.</p>	<p>I understand why some rules and laws change (case studies)</p> <p>I can understand the impact of fair trade (worldwide, enterprise skills)</p> <p>I can identify how sustainability and fair trade link.</p>	<p>I know not to believe everything I see in the media.</p> <p>I can understand how to manage money and what is meant by debt.</p> <p>I can identify what I what to be when I grow up (jobs)</p>

\*Also see TenTen progression of skills Y1-6 document.

### **S9. Inclusion**

We have a commitment to ensuring that all pupils will have equal access to the RHE curriculum, following guidelines in the SEND, Equal Opportunities and Inclusion policies.

### **S10. Confidentiality and Safeguarding**

All pupils at St John's have a right to feel safe and secure in the environment in which RHE takes place. Effective RHE will provide opportunities for discussion of what is and is not appropriate in relationships including: parents, carers, friends, other family members, teachers and anyone else who has contact with that pupil. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed, even the smallest of worries should be recorded. Schools and teachers have a role to play in identifying pupils, who may be at risk, or which they have safety and welfare concerns about. The school recognises that early intervention is the best strategy and is aware of a range of agencies which complement the pastoral role of the school. All staff should know what to do if they identify a safeguarding issue whilst teaching RHE. They should know how to remain professional and keep an appropriate level of confidentiality whilst liaising with the appropriate internal and external relevant professionals.

The designated safeguard lead for our school is Dominic Hemington (headteacher) and deputy lead is Catherine Brown. All teachers should use CPOMS to record any welfare or safety concerns they have about a child.

All staff in school should have read and be up to date with Keeping Children Safe in Education 2022 and every person working with young people should review this guidance annually. See Safeguarding policy for any further guidance.

### **S11. External Influences**

At St John's, we recognise that there may be a variety of responses from parents/carers to the introduction or updating of the RHE curriculum and we understand the importance of the parent/carer, as the first carer and educator. For some parents/carers it may be that they want the school to take total responsibility for educating their child about puberty with very little involvement from themselves, whilst other parents/carers may not want the school to give their child any information about the changes that take place during puberty. Before the delivery of the RHE curriculum each year, parents/carers are invited to a consultation evening or asked to view resources, policy and discuss the content of the curriculum.

If any members of the school community have any concerns relating to the scheme and its content, they should in the first instance refer enquiries to the headteacher.

### **S12. Monitoring, Assessing and Reviewing**

The teaching of the RHE programme will be monitored, assessed and reviewed by examining plans, schemes of work, samples of pupils work and both pupil and

teacher voice every year. This information will be used to help develop the programme and teaching further, doing this will keep the teaching of RHE current, up-to-date and in line with any new guidance that comes out.

### **S13.Right to withdraw**

According to the new guidelines, parents/carers have the 'right to withdraw' their child from some of the RHE curriculum; Relationships and Health Education is compulsory however, parents/carers have the right to withdraw from Sex Education up '*until three months before the child turns 16*', then if the child wishes to receive Sex Education they may. As a school we would actively encourage that those parents/carers, who wish to withdraw their child, would have a conversation with the headteacher and where appropriate, with the child to ensure full understanding and clarification, prior to making their decision.

We will respect any decisions made by parents/carers. In exceptional circumstances, where the headteacher feels it is necessary to withdraw a pupil based on their specific needs or circumstances, this is allowed. All withdrawal requests will be granted by the headteacher if they solely relate to Sex Education however, we withhold the right to teach topics that fall within the Health Education, Relationship Education and Science curriculum. If a pupil is withdrawn the school will provide alternative education for that individual and will endeavour to make sure that any alternative is meeting that pupils needs.

### **S16. Relationship with other Policies**

#### **a) PSHE**

Relationship & Health Education sits within of the PSHE curriculum and as such should be planned, delivered, coordinated, assessed and monitored in line with the school's PSHE Policy.

#### **b) Safeguarding**

If any disclosure occurs during an SRH lesson or concerns are raised, teachers will follow the school's procedure for Safeguarding.

#### **c) Confidentiality**

Children's rights should be considered at all times, under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

#### **d) Online safety**

In the current world where technology is becoming more widely used by primary school children, it is important that children are educated on how to keep safe online and building relationships online with other children or adults. (Images/safeguarding policy)