

RELATIONSHIPS AND HEALTH EDUCATION (RHE) POLICY

Approval Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

This is a Level 2 Policy against the Trust Governance Plan.

Review Body:	LGB
Approved:	Under consultation
Next review:	May 2027
Review Period:	3 years

This policy was approved by the LGB for implementation on the date above and supersedes any previous PSHE policy.

Inspire Believe Achieve

Introduction

At Sir Henry Fermor, it is our passion to develop children in a happy, safe, Christian environment. Through an inspirational curriculum, we enthuse and challenge, allowing every child's potential to be realised. Underpinning this passion is our school vision, which is seen in school, each and every day. At Sir Henry Fermor, we live by our school vision of no child being left behind and no hand left un-held:

Our School Vision:

Sir Henry Fermor enables everyone to succeed; as Jesus teaches through the parable of The Lost Sheep: no one is left behind. Inspiring children and adults, believing in God at the heart of all we do, through Christ's love and guidance; all in the Sir Henry Fermor family flourish, achieving fullness.

This Policy reflects the Equalities Act 2010. The School recognises that no direct or indirect discrimination may take place on the basis of any of the protected characteristics. It also recognises its obligations under the Public Sector Equality Duty (PSED) (See Appendix A).

This Policy should be read in conjunction with the School's Safeguarding Policy which can be found [here](#).

The Statutory Guidance for Relationships, Sex and Health Education may be found [here](#).

This Policy takes effect from 1st September 2020 and will be reviewed annually by the Local Governing Body.

Who this Policy is for

This Policy is for parents, the Headteacher and all teaching staff and other staff who work directly with pupils at SHF.

The Policy applies particularly to all teachers and others with responsibility for teaching these subjects. Teachers and others must consult this Policy and ensure that their teaching is in line with its intent and its expectations.

Definitions, scope and intent

Sir Henry Fermor teaches the content set out in the Statutory Guidance for Relationships and Health Education (RHE, Primary) in all year groups from year 1 to year 6. Some aspects of the content are taught in specific lessons, and others are taught and modelled through our expectations of behaviour towards each other, our overarching school ethos, or through events such as assemblies, collective worship or visiting speakers.

Sir Henry Fermor does not teach sex education within RHE. 'Sex education' is defined as that which teaches beyond what is set out in the 'Statutory Guidance for Relationships Education and Health Education' and which is not included under [Key Stage 2 National Curriculum Science](#).

This Policy does not cover the Science National Curriculum content, where the science of plant, animal and human reproduction are taught in Key Stage 2.

Relationships and Health Education (RHE) may overlap in content, with the School's work with pupils on Spiritual, Moral, Social and Cultural input (SMSC), the promotion of British values (tolerance and respect for others, the rule of law, democracy and individual liberty), Religious Education.

Withdrawal from sex education

Parents may elect to withdraw their child from sex education. However, this right applies only to aspects of sex education which are not set out in the Statutory Guidance for Relationships and Health Education (RHE, Primary) or the Science National Curriculum. Details can be found in this document [Government's Guide for Parents](#). No sex education falling into this category is taught at SHF.

If, after reading this policy, you would like to discuss this further, you must make an appointment with the Headteacher to make a request in person. Where this is not possible, the school must receive a request in writing from parents/carers.

RHE (Relationships) Curriculum

An overview of the content set out for teaching Relationships Education is delivered in the following year groups and in the following topics. The topic is given at the earliest point at which it will be taught; many or most will subsequently be revisited in later year groups. When a topic is taught, it may not always be called 'RHE' – at times topics will be encountered under other subject headings, as mentioned above. At Sir Henry Fermor, we will be using the resources from the Christian charity [Lovewise](#)

	Individually created and loved by God (Health and well-being)	Created to Love others (Relationships)	Created to live in community (Living in the wider world)
Year 1	Respect for self and others Recognising we are all unique Ways of expressing gratitude	Develop Friendships Know the importance of relationships Develop patience Identify special people in their lives Demonstrate patience with self and with others Forgive others and self	Be aware of people that serve, locally. Communities they belong to: family, class, school, parish That all living things have needs and wants What can harm our world
Year 2	Valuing ourselves and others We all have unique gifts and talents	Recognise and care for the needs of others Family structures Learn to be courteous Develop honesty Know that secure families are important Identify unacceptable behaviours in friendships	Be aware of people that serve, locally, nationally and globally Become active in bringing about change Develop knowledge of the wider communities to which they belong How their behaviour impacts on others
Year 3	Respect for own bodies, character and God-given gifts	Develop loyalty to sustain friendships Respect other's personal space Strategies for when relationships break down Develop compassion Demonstrate courtesy and manners	Understanding the impact of actions locally, nationally and globally Putting aside own wants to serve others Awareness of national, regional and ethnic identities and the importance of living 'together'
Year 4	Grateful to others and God Demonstrate self-discipline	Gratitude to others Respect that others are different Courteous with friends and strangers Characteristics of healthy family life Forgive others and self	Develop an ability to speak out against injustice Demonstrate self-giving to serve others Awareness of national, regional and ethnic identities and the importance of living 'together'
Year 5	Delayed gratification for the greater good Courageous in new situations Developing self-confidence	Develop skills of reconciliation Making informed choices Different types of relationships, friends, family Families are the building blocks of society	Develop an ability to speak out against injustice locally Demonstrate self-giving to serve others locally, nationally and globally Awareness of national, regional and ethnic identities and the importance of living 'together'
Year 6	Different ways of expressing uniqueness Managing differences God-given purpose in life Building resilience	Honesty, truthfulness and integrity Formal binding relationship of marriage Know that choices have either neutral, negative or positive consequences	Develop an ability to speak out against injustice locally, nationally and Globally Demonstrate self-giving to serve others locally, nationally and globally Awareness of national, regional and ethnic identities and the importance of living 'together'

RHE (Health) Curriculum

An overview of the content set out for teaching in Health Education is delivered in the following year groups and in the following topics. The topic is given at the earliest point at which it will be taught; many or most will subsequently be revisited in later year groups. When a topic is taught it may not always be called 'RHE' or 'PSHE' – at times topics will be encountered under other subject headings, as mentioned above. At Sir Henry Fermor, we will be using the Health Education resources from the [PSHE association](#).

	Individually created and loved by God (Health and Well-being)	Created to Love others (Relationships)	Created to live in community (Living in the Wider World)
Year 1	Rules and restrictions – what keeps us safe What makes me special Personal hygiene – cleanliness, physical activity, dental, eating Different likes and dislikes Language to describe feelings	Choices have consequences Simple strategies for managing behaviour Trusted Adults Caring for other living things Online safety and informed internet usage	How we can look after our environment Groups we belong to and interact with Looking after money is important Recognise how we are the same and different to people in our community
Year 2	How we are all unique Managing different feelings Change and loss: recognise what makes us feel better Growing and changing from young to old	The people whose job it is to keep us safe Not all information online is accurate or true Different roles and responsibilities people have in the community	How we are the same and different to other people Using digital devices safely to learn things and communicate with others How people choose to spend and save their money
Year 3	What is normal in emotions and how to recognise and report mental health problems Recognising opportunities to be physically healthy Why sleep and relaxation is important Self-belief	Physical and mental benefits of exercise with others (teams) Difference between a surprise that should be kept a secret and when to break a confidence if someone is at risk of harm	Know what makes a healthy community Laws and rules are there to protect everyone Caring for living things and other people
Year 4	Online safety and informed internet usage Puberty and menstruation Recognising some behaviour is unacceptable Protective lifestyles for mental well-being	Strategies of how to resolve friendship disputes Recognising the desire for peer approval Listen to and respect a wide range of people Differences and similarities between people	Values the contributions people make to our community Relationship between rights and responsibility Assess reliability of sources of information online
Year 5	Effective language to understand feelings and emotions Body changes, including puberty Similarities and differences arising from different factors (Equality Act 2010) Self-respect Alcohol and tobacco	Basic first aid How to recognise if family relationships are making them feel unhappy or unsafe – how to seek help. Pressures from others to do things that maybe unsafe	Different ways to pay for things and the choices people have. Spending decisions can affect others (single-use plastic, fair-trade) How information on the internet is ranked and targeted
Year 6	Discerning in decision making How bacteria and viruses can affect our well-being Media imagery – how this can affect mental health (positive and negative) Developing resilience to pressures Importance of taking medication correctly	Different family structures, but all family types can give family members love, security and stability. Promoting well-being Changing friendships over time and the benefits of different types of friends	How employment and earnings are directly related to spending and saving Recognise that people make decisions based on priority and need Manipulation of text and images on social media Recognise what is appropriate to share on social media

Special Educational Needs and Disabilities (SEND)

Sir Henry Fermor is committed to ensuring that all pupils, including those with identified SEND, experience Relationships and Health Education (RHE), which is appropriate both to their needs and their readiness for learning. As our school vision sets out: **Sir Henry Fermor enables everyone to succeed; as Jesus teaches through the parable of The Lost Sheep: no one is left behind. Inspiring children and adults, believing in God at the heart of all we do, through Christ's love and guidance, all in the Sir Henry Fermor family flourish, achieving fullness.** Through an inspirational curriculum, we enthuse and challenge, allowing every child's potential to be realised. Where pupils have SEND which means they need a tailored approach either to ensure teaching is effective or to adapt or sequence content to meet their specific needs, the School will undertake to meet their needs effectively. This will either be through appropriate differentiation or support in class, or in some cases may involve some teaching outside of the classroom context.

LGBT (Lesbian, Gay, Bisexual, Transgender)

It is our objective at SHF, that RHE helps to develop awareness of diversity and respect for it, and that the subject should feel relevant to all pupils, regardless of their identity or family circumstances. LGBT relationships will not be specifically covered in the curriculum but will be discussed, in a child friendly way and at an age-appropriate level, as part of our progressive curriculum in understanding healthy relationships. The School notes its obligations under the PSED and will promote respect for diversity.

At Sir Henry Fermor, we recognise that all people are created in God's image and we value and nurture every child accordingly. Particular regard is made to the Church of England document [Valuing All God's Children](#)

Religious backgrounds and perspectives

Sir Henry Fermor is a Church of England school. As such, we will teach pupils, in particular, the perspectives of the main Christian traditions on Relationships, alongside teaching pupils their responsibilities, rights and freedoms under British law.

SHF recognises that careful framing of some issues will be needed to ensure the right balance is maintained. This is particularly the case on LGBT relationships. The School's 'script' on this issue is:

"The majority of people who follow the teachings of Christianity and other faiths, may choose to live in families consisting of a man, woman and children. Some religious people will see this as a preferred way of living. The law in this country allows and respects the right of people to live in families such as this. However, the law also gives people the right to live in other families. You may come across families where two men or two women have chosen to live together or marry and bring up children together. That family is also allowed under the law in this country and we respect the rights of people to live in different families."

"If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else."

Visiting speakers

Where visiting speakers are invited or employed to address aspects of these subjects either in class or in other contexts, the School accepts full responsibility for what is said or taught. This responsibility will be discharged by careful due diligence on any visiting speakers in advance of any sessions, including reviewing texts and presentations to be used in advance. The School will ensure that appropriate safeguarding precautions are taken on such occasions, and that any visiting speakers know how to handle any disclosure which may arise or how to report any concerns they may have relating to safeguarding. The School reserves the right to terminate with immediate effect any session run by an external speaker which does not align with the School's ethos or approach.

Virtues and character education

Sir Henry Fermor recognises that RHE is most likely to be successful when aligned with a whole school ethos which is respectful, inclusive and consciously develops the positive character of its pupils. We note the [Non-statutory Guidance published by the Department for Education on Character Education](#) and are committed to evaluating our strengths and identifying areas for development in the light of the Character Benchmarks identified in this document.

Assessment and evaluation

At Sir Henry Fermor, we approach assessment and evaluation in this subject in the following ways:

- Assessment is needed to inform teachers on how well pupils have learnt what is intended for teaching. In cases where such assessment indicates less understanding or knowledge than intended, the teacher will put in place additional teaching or practice as required.
- Assessment can also be used in some cases to provide teachers with a 'baseline' at the start of a topic or lesson (identifying how much pupils already know before the teaching starts) which can be useful both for teachers and pupils. This can take the format of a quick with multiple choice, true or false statements.
- Assessment itself also supports pupils in the learning and application of essential knowledge: the act of recalling or thinking about an unfamiliar application of knowledge strengthens the cognitive function.
- Assessment in RHE can also take place outside of the RHE lessons; how are the children forming relationships, being respectful on the playground and as they move around the school.
- Regular pupil voice, teacher voice and the introduction of Floor Books will also form part of the assessment process in RHE

The outline curriculum plan in this Policy informs stakeholders including parents of the subject matter covered. There will be no further reporting to parents on individual pupils' performance in these subjects, although their attitudes and conduct in lessons in these subjects may contribute to overall reporting on these issues.

Consultation

A consultation exercise was carried out before this Policy was approved by the Local Governing Body. As part of this process, Sir Henry Fermor reviewed the RHE policy and developed detailed overviews and vocabulary progression documents alongside a working party of parents and with the support of Tenax Trust and governors. These documents were made available for parents for a three-week consultation period. Following this, a drop-in event for parents to see resources with the Headteacher and RHE leader was offered. All comments received were noted and shared with the Local Governing Body before the final version of the Policy was approved.

Appendix A

- Schools are required to comply with relevant requirements of the Equality Act 2010. Chapter 1 of Part 6 of the Act applies to schools. As an example, Part 6 of the Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions or in how the school is run
- The content of the school curriculum is exempt from the duties imposed on schools by Part 6 of the Equality Act. Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic
- State-funded schools are required, in discharging their functions, to have due regard to the need to:
 - eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; and
 - advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- Relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- Whilst this does not mean that schools are required to teach about the Equality Act or the protected characteristics, they may choose to do so in teaching their pupils about respect for difference and in the context of other requirements, such as promoting fundamental British values and the spiritual, moral, social and cultural development of pupils
- Section 149 of the Equality Act sets out the public sector equality duty, which applies to all state funded schools. In summary, the PSED requires such schools, in their decision-making, to have due regard to the need to:
 - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act
 - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
 - Foster good relations between people who share a relevant protected characteristic and those who do not
- For the purposes of the second and third bullets, relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation

Please see the [PSED](#), for further detail as well as the guidance for schools, [Public Sector Equality Duty Guidance for Schools in England](#) (2014)

Appendix B - Relationships Education, Relationships and Sex Education (RSE) and Health Education (Statutory guidance)

By the end of primary school, pupils should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the 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.
- that 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.
- that 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.
- that marriage¹ 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.

Caring Friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that 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.

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.
- that 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.

¹ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

- about 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.

Online Relationships

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

Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of 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.
- that 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.