Primary Relationships and Health Education Policy; incorporating PSHE

Relationships & Health Education (Primary)

Personal, Social and Health Policy

This policy is informed by DfE statutory guidance and advice: Relationships Education, Relationships and Sex Education (RSE) and Health Education Published 25 June 2019
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Document Control

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Committee:	Student Welfare & Experience
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The RSE policy supports/complements the following policies	Anti-Bullying Policy CEIAG Policy E Safety Policy Safeguarding & Child Protection Policy Substances Misuse & Education Policy Mental Health & Well-Being Policy SMSC Policy: Collective Worship & British Values Guidance Transgender Guidance *External documents that inform the school's RSE policy include:* *Education Act (1996)* *Learning and Skills Act (2000)* *Education and Inspections Act (2006)* *Equality Act (2010)* *Supplementary Guidance SRE for the 21st century (2014)* *Keeping children safe in education; Statutory safeguarding guidance (2022)* *Children and Social Work Act (2017)*

Revisions

Version	Page/Para No.	Description of Change	Approved On
2	The whole policy for the primary phase has been re-created and adopted with the emphasis on relationships education as per the statutory guidance for PSHE. Relationships and health education are used throughout. Sex education refers only to the teaching of conception and there is clarity that children may be withdrawn on request from this.	The secondary policy has been separated from the primary phase. Two separate primary policies are now in place for Relationships and Health Education and PSHE.	

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1. Aims

The aims of relationships education in our primary academies are to:

- Enable children to become healthy, independent and responsible members of society,
- Provide learning and opportunities for children to play a positive role in contributing to the life of the school and wider community
- Help students develop feelings of self-respect, confidence and empathy
- Provide a framework in which sensitive discussions can take place
- Prepare students for their journey in life, including understanding healthy relationships and the support networks in place if they are concerned about their safety, learning about different families and understanding how relationships may differ, learning about the digital world and how to be a responsible user of digital technology, understanding puberty and their changing bodies
- Create a positive culture around the understanding of diverse families and healthy relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- We support the DfE ambition for all young people to stay safe and prepared for life in modern Britain.
- Each academy has the freedom to deliver content appropriate to the age of the students and their religious backgrounds within the Meridian Trust framework for PSHE, which includes Relationships Education and Health Education, (Appendices 1 and 2 primary academies).

2. Statutory requirements

All Meridian Trust primary academies teach Relationships Education and Health Education as set out in this policy.

Primary academies

All Meridian Trust primary academies must provide Relationships Education to all students as per section 34 of the Children and Social work act 2017.

In teaching Relationships Education, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

As part of Meridian Trust, we teach Relationships Education and, non-statutory, Sex Education as set out in this policy.

Our funding agreement and articles of association can be found on the Meridian Trust website: https://www.Meridian Trustrust.co.uk/legal-documents/

Special academies

All Meridian Trust special schools provide RSE to all students as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum for our primary aged pupils, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

As part of Meridian Trust we teach an adapted RSE curriculum as set out in this policy.

Our funding agreement and articles of association can be found on the CMAT website: https://www.cmatrust.co.uk/legal-documents/

Delivery of RSE: Special academies

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships, giving pupils the information they need to help them develop nurturing relationships of all kinds. ~~through 3 core strands including~~:

Parents' right to withdraw: Special Academies

Will follow the Meridian Trust Primary and Secondary academies processes.

3. Policy development

This policy has been developed in consultation with the local Academy Council, Hatton Park, Staff, Students and Families as well as trustees within Meridian Trust. The consultation and policy development process involved the following steps:

1. Review: the PSHE Leaders group gathered together all relevant information including relevant national and local guidance.

2. Staff consultation: all school staff were given the opportunity to look at the policy and make recommendations.

3. Hatton Park family/stakeholder consultation: parents, families and any interested parties were invited to contribute their views around the teaching of Relationships and Health Education in school and also around whether schools should offer to teach Sex Education (with a right to withdraw).

4. Student consultation: we investigated what exactly students want from their Relationships and Health Education through rigorous quality assurance and gathering pupil voice.

5. Ratification: once amendments were made, the policy was shared with the academy council and the Executive Principals, before becoming ratified.

4. Definition

Statutory Relationships Education and Health Education are delivered in all Meridian Trust primary and specials academies and provides the statutory relationships education defined. In addition to this, some aspects of non-statutory sex education are offered to children in Year 6, which is learning about conception and birth. Parents and carers are informed of this prior to the unit delivery and have the right to withdraw their child from the sex education specific content.

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

At Hatton Park, an example of our primary curriculum framework is set out as per Appendix 1 and 2, on occasion we may need to adapt it as and when necessary. The curriculum is additionally supplemented, where appropriate, with drop down days, assemblies, visitors and visits.

We have developed the curriculum in consultation with parents/carers, students and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

For more information about our specific expected curriculum outcomes, see Appendix 3.

6. Delivery of Relationships and Health Education

Relationships Education related topics within the primary curriculum are age-appropriate and have considered the needs of all students, including those with special educational needs. Some elements of sex education (RSE) are offered to children in Year 6.

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum.

The delivery of relationships education is complemented in delivery through parents, families, health professionals, youth workers, peer educators, the police and the wider community.

Class teachers will have had appropriate training from within the school, Trust and Local Authority to be confident and knowledgeable in all aspects of PSHE.

Our special academies teach through their curriculum pathway documents where learners can be taught by stage not age. In our special academies the curriculum can be taught through a number of interventions and adapted teaching methods to address the topics in a meaningful way for our learners.

PSHE, in the context of Relationships and Health Education, will reflect content appropriate to the age of the students and their religious backgrounds. This education will likely focus on:

Primary academies

Relationships and Health Education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online relationships
- Being safe
- Specific terminology for the parts of the body
- Changing adolescent body, including puberty

For more information about our curriculum, see Appendix 3.

Equality and Diversity

We ensure that all families are valued and represented in our curriculum and in the range of resources and images we use. We follow our duties under the Equalities Act.

7. Roles and responsibilities

Hatton Park has consulted with parents and carers around the Relationships and Health Education curriculum and the inclusion of sex education at Year 6 so that it reflects the views of our school community. (The non statutory sex education content focuses on learning about conception and birth.)

7.1 The Meridian Trust Executive

The Meridian Trust Executive will approve the Relationships and Health Education policy which will be adopted by each primary academy. The Academy Council to hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that Relationships and Health Education is taught consistently across the school, and for managing requests to withdraw students from components of sex education (see section 8 and App 4).

7.3 Staff

Staff are responsible for:

- Delivering Relationships Education and Health Education in a sensitive way
- Modelling positive attitudes to Relationships Education and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to students whose parents wish them to be withdrawn from the components of sex education

The school ensures that staff have the knowledge and confidence to teach all aspects of Relationships Education and Health Education

7.4 Students

Students are expected to engage fully in Relationships Education and Health Education and to treat others with respect and sensitivity following the ground rules set out together.

8. Parents' right to withdraw

Meridian Trust Primary Academies:

Parents have the right to withdraw their children from the non-statutory components of sex education within the primary school.

Any parent or carer wishing to withdraw their child should communicate their wishes to the school which will be followed up with a meeting to discuss. School will share the curriculum outline and show examples of the resources used to enable parents and carers to make informed choices around any withdrawal requests.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher.

Alternative work will be given to students who are withdrawn from sex education and they will be appropriately supervised for the duration of the specified time.

9. Training

Staff are trained on the delivery of Relationships Education and Health Education as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or the Cambridgeshire PSHE Service, to provide support and training to staff teaching Relationships Education and Health Education.

10. Monitoring arrangements

The delivery of Relationships Education and Health Education is monitored by Meridian Trust Curriculum Review & Quality Assurance processes.

Both trust quality assurance reviews and peer reviews support the quality of education, along with internal academy monitoring arrangements, such as planning scrutinies, learning walks, lesson observations, book looks, student voice etc.

Students' development in Relationships Education and Health Education is monitored by class teachers as part of internal assessment systems.

Appendix 1: Meridian Trust Primary Curriculum Framework:

Cambridgeshire PSHE – Primary Personal Development Programme

The Meridian Primary Academies use the Cambridgeshire PSHE primary programme to frame the content of the primary curriculum for PSHE, including all of the statutory content set out in the **Relationships education, relationships and sex education (RSE) and health education document 2020.**

PSHE in the primary academies is taught across a two-year rolling programme with some units being covered annually for Key Stages 1 and 2. In Reception, we use the content across one year in line with the Personal and Social Education (PSED) outcomes outlined in Development Matters.

Alongside this, staff will refer to the PSHE Association units as appropriate for specific content.

Reception: - LONG TERM OVERVIEW

Meridian Trust PSHE Curriculum Planning

Early Years Foundation Stage (EYFS)

Autumn 1	Autumn 2
Myself and My Relationships My Emotions Beginning and Belonging	**Myself and My Relationships** Family and Friends *To include Anti-Bullying Week*
Spring 1	**Spring 2**
Citizenship Identities & Diversity Me and My World	**Healthy and Safer Lifestyles** Healthy Lifestyles
Summer 1	**Summer 2**
Healthy and Safer Lifestyles My Body and Growing Up	**Healthy and Safer Lifestyles** Keeping Safe

Key Stages 1 and 2: - LONG TERM OVERVIEW

Meridian Trust PSHE Curriculum Planning

Cycle A – Years starting with an even number 2024-2025, 2026 - 2027

TERM	Years 1 and 2	Years 3 and 4	Years 5 and 6
Autumn 1	**Citizenship (CIT RR12)** Rights, Rules and Responsibilities (RR 1/2)	**Citizenship (CIT RR34)** Rights, Rules and Responsibilities (RR 3/4)	**Citizenship (CIT RR56)** Rights, Rules and Responsibilities (RR 5/6)
Autumn 2	**Myself and My Relationships (MMR FF12)** Family and Friends (FF 1/2) *To include Anti-Bullying Week* (MMR AB12)	**Myself and My Relationships (MMR FF34)** Family and Friends (FF 3/4) *To include Anti-Bullying Week* *(MMR AB34)*	**Myself and My Relationships (MMR FF56)** Family and Friends (FF 5/6) *To include Anti-Bullying Week* *(MMR AB56)*
Spring 1	**Healthy and Safer Lifestyles** Digital Lifestyles (TG Digital Lifestyles)	**Healthy and Safer Lifestyles** Digital Lifestyles (TG Digital Lifestyles)	**Healthy and Safer Lifestyles** Digital Lifestyles (TG Digital Lifestyles)
Spring 2	**Healthy and Safer Lifestyles (HSL DE12)** Drug Education (DE 1/2)	**Healthy and Safer Lifestyles (HSL DE34)** Drug Education (DE 3/4)	**Healthy and Safer Lifestyles (HSL DE56)** Drug Education (DE 5/6)
Summer 1	**Healthy and Safer Lifestyles** Relationships and Sex Education (RS 1 – Y1) Relationships and Sex Education (RS 2 – Y2)	**Healthy and Safer Lifestyles** Relationships and Sex Education (RS 3 – Year 3) Relationships and Sex Education (RS 4 – Year 4)	**Healthy and Safer Lifestyles** Relationships and Sex Education (RS 5 Year 5) Relationships and Sex Education (RS 6 Year 6)
Summer 2	**Healthy and Safer Lifestyles (HSL PS12)** Personal Safety (PS 1/2)	**Healthy and Safer Lifestyles (HSL PS34)** Personal Safety (PS 3/4)	**Healthy and Safer Lifestyles (HSL PS56)** Personal Safety (PS 5/6)

Meridian Trust PSHE Curriculum Planning

Cycle B – Years starting with an odd number 2025 – 2026, 2027-2028

TERM	Years 1 and 2	Years 3 and 4	Years 5 and 6
Autumn 1	**Myself and My Relationships (MMR ME12)** My Emotions (ME 1/2)	**Myself and My Relationships MMR ME34)** My Emotions (ME 3/4)	**Myself and My Relationships (MMR ME56)** My Emotions (ME 5/6)
Autumn 2	**Myself and My Relationships (MMR AB12)** Anti-Bullying (AB 1/2)	**Myself and My Relationships (MMR AB34)** Anti-Bullying (AB 3/4)	**Myself and My Relationships (MMR AB56)** Anti-Bullying (AB 5/6)
Spring 1	**Citizenship (CIT DC12)** Diversity and Communities (DC 1/2)	**Citizenship (CIT DC34)** Diversity and Communities (DC 3/4)	**Citizenship (CIT DC56)** Diversity and Communities (DC 5/6)
Spring 2	**Healthy and Safer Lifestyles (HSL HL12)** Healthy Lifestyles (HL 1/2)	**Healthy and Safer Lifestyles (HSL HL34)** Healthy Lifestyles (HL 3/4)	**Healthy and Safer Lifestyles (HSL HL56)** Healthy Lifestyles (HL 5/6)
Summer 1	**Healthy and Safer Lifestyles** Relationships and Sex Education (RS 1 – Y1) Relationships and Sex Education (RS 2 – Y2)	**Healthy and Safer Lifestyles** Relationships and Sex Education (RS 3 – Year 3) Relationships and Sex Education (RS 4 – Year 4	**Healthy and Safer Lifestyles** Relationships and Sex Education (RS 5 Year 5) Relationships and Sex Education (RS 6 Year 6)
Summer 2	**Healthy and Safer Lifestyles (HLS MSR12)** Managing Safety and Risk (MSR 1/2) **Myself and My Relationships (MMR MC12)** Managing Change (MC 1/2)	**Healthy and Safer Lifestyles HSL MSR34)** Managing Safety and Risk (MSR 3/4) **Myself and My Relationships (MMR MC34)** Managing Change (MC 3/4)	**Healthy and Safer Lifestyles (HSL MSR 56)** Managing Safety and Risk (MSR 5/6) **Myself and My Relationships (MMR MC56)** Managing Change (MC 5/6)

Appendix 2: Meridian Trust curriculum framework summary PSHE, Relationships and sex education, Careers, PRE, Values

1. We have adopted The Cambridgeshire Primary PSHE Programme for our Primary Academies. Each programme builder meets statutory guidance for Relationships Education, RSE and Health Education for each phase, within a comprehensive PSHE education programme. It considers progression and development of students' understanding of the overarching concepts and development of essential skills and attributes.

2. Topic areas are arranged into half term 'chunks', which can be adapted to suit each Meridian Trust Academy planning requirements: there is no 'correct order'. Each Academy should select the content that ensures opportunities to explore the overarching concepts and to develop knowledge, skills and attributes, through a programme that is relevant and appropriate to the ethos of their school and the needs of their students.

3. We support the Sex Education Forum 12 point statement which explains what is needed for good quality RSE, based on research evidence. They are supported by a wide range of partners including NSPCC, Barnardo's, The Children's Society and NCB, and the following education unions: ASCL, NASUWT, NEU, NAHT, UNISON and Voice.

4. We are taking part in a Careers Programme through Form the Future within all of our Primary Academies. This provides:

- A stable careers programme
- Learning from career and labour market information

- Addressing the need of each student
- Linking curriculum learning to careers
- Potential encounters with employers and employees

5. We will incorporate the national requirements for religious education into the planning model, where PRE is not taught explicitly. As a MAT we do not have to follow the LA SACRE guidance, but we are choosing to use the guidance to support a comprehensive model. The recommended minimum time is set out in the Dearing Review (1996) as KS1: 36 hours per year, KS2&3: 45 hours per year, KS4: 5% of curriculum time or 70 hours across the key stage. The Primary Academies have a bespoke Meridian Trust Syllabus across all phases.

6. Meridian Trust values will be reflected throughout the plan and individual Academies values picked out accordingly.

The planning model follows a two year rolling programme to ensure that children cover themes in a progressive way throughout their primary ages.

Meridian Trust

Meridian Trust Primary Academies RSE curriculum

Appendix 3: Relationships Education and Health Education - by the end of primary school students should know

TOPIC	CHILDREN 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 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.

TOPIC	CHILDREN SHOULD KNOW:
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. 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.

TOPIC	CHILDREN SHOULD KNOW:
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.
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 wellbeing including the key facts about the menstrual cycle.

Appendix 4: Primary Parent/Carer form: withdrawal from non-statutory sex education.

TO BE COMPLETED BY PARENT/CARER			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education.			
Any other information you would like the school to consider.			
Parent signature			
TO BE COMPLETED BY THE ACADEMY			
Agreed actions from discussion with parents			