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MULTI-ACADEMY TRUST



Caldecote Church of England Academy Relationships and Health Education (RHE) Policy

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Author/Responsible Officer	Headteacher
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Caldecote Church of England Academy

Relationship and Health Education (RHE) Policy



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1. Introduction

2. Aims

The aims of relationships and health education (RHE) at Caldecote Church of England Academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

RHE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information and exploring issues and values

RHE is not about the promotion of sexual activity.

3. Statutory requirements

As a primary academy we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RHE, 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](#).

At Caldecote Church of England Academy we teach RHE as set out in this policy.

4. Curriculum and planning

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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. We will seek advice from external providers where necessary.

It is primarily taught through PSHCE and Science.

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
 - Respectful relationships
 - Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Our curriculum also makes reference to members of the LGBTQ community who have made significant contributions to the areas of learning we are studying.

At Caldecote CE Academy, 1Decision is used as the planning tool for RHE. It covers all areas of PSHCE for the primary phase including the statutory Relationship and Health Education.

The PSHCE curriculum overview is available on our website.

Relationships Education

The DFE statutory guidance on Relationships Education – primary school expectations

Relationships Education in primary schools will cover 'Families and people who care for me,' 'Caring friendships', 'Respectful relationships', 'online relationships', and 'being safe'.

Health Education

DFE statutory guidance on Health Education for primary schools

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety', 'Physical health and fitness', 'Healthy Eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic first aid', 'Changing adolescent body'.

Sex Education The DFE Guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and physical and emotional maturity of the pupils.'

However, 'Sex Education is not compulsory in primary school.'

Sex Education by the end of primary school, 'should ensure that both boys and girls are prepared for the changes the adolescence brings and drawing on knowledge of the human life cycle set out in the National Curriculum for science, how a baby is conceived and born.'

The Rainbow Award

Caldecote CE Academy has a strong commitment to inclusion and the ways in which it celebrates diversity through; our Values Education Programme, Religious Education and our curriculum that celebrates the diversity of all groups within our community.

The Kite Trust has come together with partner organisations (The Proud Trust in Manchester, Allsorts in Sussex and DISC in the North East) to run a project under the Government Equalities Office, via the Department for Education.

Titled the Rainbow Flag Award, it enables schools to effectively combat and prevent homophobic, biphobic and transphobic (HBT) bullying.

The Rainbow Flag Award, will encourage a whole school approach in order to help tackle HBT bullying.

Schools that take part in this project will have help to meet:

- Their legal requirement to ensure LGBT inclusion in schools;
- The Ofsted requirement for them to be effective in tackling HBT bullying.
- Their moral requirement to meet the needs of LGBT young people, given the wealth of evidence showing that LGBT young people are still disproportionately affected by mental health issues and teen suicide.

In England, **Ofsted** will inspect the extent to which a school 'complies with the relevant legal duties as set out in the Equality Act 2010, including, where relevant, the Public Sector Equality Duty and the Human Rights Act 1998'. Ofsted's School Inspection Handbook states that 'records and analysis of bullying, discriminatory and prejudiced behaviour,

either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents' should be made.

The Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance states that:

- (36.) In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.
- (37.) Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the Curriculum.

5. Roles and responsibilities

5.1 The Local Governing Body

The Local Governing Body will approve the RSE policy and hold the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE.

5.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are

encouraged to discuss this with the headteacher.

All teachers are responsible for delivering RHE.

5.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

5.5 Parents

We ask that parents and carers familiarize themselves with this policy and our RHE curriculum. It is expected that parents and carers ensure that their child attends school daily. Parents do not have the right to withdraw their children from Relationships and Health Education. If parents have questions, it is expected that these are raised respectfully with the headteacher.

6. Assessment and Monitoring arrangements

The delivery of RHE is monitored by the Headteacher through:

Planning scrutinies

Learning walks

Book scrutinies

Pupil Voice

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

7. Governance

The Governors will liaise regularly with the PSHCE Subject Leader and provide feedback to the whole governing body, raising any issues that require discussion.

8. Equal Opportunities / Inclusion

The DFE Guidance states, 'Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At Caldecote CE Academy, pupils learn about LGBTQ+ and this content is fully integrated into the programmes of study rather than delivered as a standalone unit or lesson. We have sought advice from the Kite Trust to ensure that

the content is age appropriate.

At Caldecote CE Academy, we promote respect for all and value every child as an individual. We also respect the rights of our children, their families and our staff, to hold their own beliefs, religious or otherwise.

