



RHE Policy

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Rights Respecting
Schools linked article:



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1. Aims

The aims of relationships and health education (RHE) in our school are to help pupils:

- Gain the knowledge and skills necessary to make safe and informed decisions; both online and offline
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views
- Promote a sense of belonging
- Promote a positive self esteem
- Promote personal and collective responsibility
- Facilitate children working co-operatively
- Promote the importance of listening skills
- Build an atmosphere of confidence and trust
- Enhance friendships
- Explore feelings and develop empathy
- Develop assertiveness
- Encourage self-discipline
- Facilitate conflict resolution strategies
- Develop economic awareness

2. Statutory requirements

RHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This can be found on the school's website.

For other aspects of RHE, including health education, please see the curriculum map found on the [school website](#) for more details about what we teach in each year.

3.2 How we teach it

- RHE is timetabled for 1 session per week
- We currently follow the '3D PSHE' scheme of work; parents can request to view these materials at any time
- Assemblies will focus on the school's ethos and values, which complement the RHE curriculum
- Class teachers will deliver the majority of RHE sessions



➤ Outside agencies will deliver some RHE lessons

- The School Health Team lead sessions in Year 5 and 6 on Health and Sex Education. Parents are informed that these sessions will be taking place and have the right to withdraw their child from some sessions
- Our local PSCO leads sessions in years 5 and 6 on the dangers of Drugs, Crime and Consequence, Personal safety and Safe Routes to School
- Our e-safety consultant leads sessions for Key Stage 2 children on keeping safe whilst using the internet
- Other projects and workshops may also be planned involving input from other relevant outside agencies.eg local banks

➤ Teachers will differentiate RHE sessions to ensure that all pupils are included, regardless of physical, sensory, intellectual, emotional or behavioural needs, gender, social and cultural background, religion, ethnic origin or home language. Sessions will be adapted to suit the needs of the pupils, ensuring that content is appropriate

➤ To provide safe learning environment to help pupils to share feelings, explore values and attitudes, express opinions and consider those of others, teachers should:

- Establish ground rules about how pupils will behave towards each other during a discussion
- Provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class
- Have a 'something I want my teacher to know box' available in which pupils can place anonymous questions or concerns
- Provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that discrimination and bullying are never acceptable in any form)
- Not express their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law
- Be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues
- Always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- Make pupils aware of reliable sources of support both inside and outside the school

➤ If a teacher is faced with a tricky or sensitive question, they should:

- Thank pupil for the question and check an understanding of what has been asked and what *the pupil* thinks the answer is
- Give a factual, age-appropriate answer
- Buy time if necessary: explain that the answer is not known and more information will be sought and a response will be forthcoming later.
- Be prepared with a response such as 'That's a really interesting question and it deserves a good answer – let me have a think about it and get back to you later.'
- Consider the need to consult senior colleagues. What is the school policy? Is there a potential safeguarding issue?
- Inform parents/carers to provide support

➤ If a teacher has any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them, they are required to inform a member of SLT

➤ We use KPIs to make teacher judgements when assessing pupils in RHE

➤ Attainment in RHE will be reported to parents as a part of the end of year Record of Achievement report



4. Roles and responsibilities

4.1 The governing board

The governing board will read the RHE policy and hold the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for ensuring that RHE is taught consistently across the school.

4.3 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

4.4 Pupils

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

5. Monitoring arrangements

The delivery of RHE is monitored by the RHE subject lead and school curriculum lead through:

- Pupil voice
- Learning walks
- Planning looks
- Data

This policy will be reviewed by the RHE Coordinator every three years.

6. Links with other policies

This policy links to the following policies and procedures:

- Relationships and sex education (RSE) policy
- Online Safety policy
- [Safeguarding Policy](#)
- Behaviour policy