

RELATIONSHIP & HEALTH EDUCATION POLICY

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'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.' Secretary of State (2021)

SCOPE OF DOCUMENT

At Cameron Vale School, we recognise our responsibility to promote spiritual, moral, cultural, mental and physical development of our pupils.

This policy has been written in accordance with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance. It will be taught as part of our Personal, Social, Health, Emotional and Economic Education (PSHE).

This policy takes account of the following documents and guidance:

- Education Act (2011)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2023)
- Learning and Skills Act (2000)
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2021)
- Statutory Guidance SRE for the 21st Century 2014
- The Education (Independent School Standards) Regulations April 2019
- The Equality Act 2010
- The Independent Schools Commentary on the Regulatory Requirements September 2019
- PSHE Association programme of study 2021

This policy is to be read in conjunction with all other policies.

Please particularly cross refer to the following:

- Child Protection and Safeguarding Children
- Anti-Bullying including Cyber bullying
- Behaviour
- Computing
- Curriculum
- E-Safety
- PSHE
- Science
- SMSC Curriculum

AIMS AND PURPOSE OF RELATIONSHIPS AND HEALTH EDUCATION

Many children and young people today are growing up in an increasingly complex world and living their lives both on and offline. This means that they are presented with many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and young people need to know how to be safe and healthy, and how to manage their personal, social and academic lives in a positive way.

The aim of Relationships Education at Cameron Vale is to enable children to:

- flourish
- live and learn safely in the modern world
- gain the knowledge, skills and confidence to make their own positive, safe and healthy choices
- develop their own values, attitudes, questions and opinions
- be able to consider the consequences of their behaviour and choices
- safeguard and care for themselves and others
- develop resilience to cope with life's ups and downs, but know how to access help if they need it (including our clergy members if required)
- respect themselves and others, and build positive relationships
- teach the children the correct vocabulary to describe themselves and their bodies

AIMS AND PURPOSE OF HEALTH EDUCATION?

This is recommended by the government to be taught in an age-appropriate, timely manner in all primary schools. At Cameron Vale, children learn facts about puberty and human reproduction. Please see the specific content in line with the expectations of what is taught within primary schools.

[DfE Relationships Education Statutory Guidance](#)

TEACHING & LEARNING

Relationships Education will be taught throughout the school, from Early Years (Nursery and Reception) through Key Stage 1 (Years 1 and 2) and into Key Stage 2 (Upper School Years 3-6). Topics and themes will be developed from year to year in greater depth considering the pupils' age and maturity. These topics will include the development of communication and social skills, as well as the resilience and character that are fundamental to pupils becoming happy, successful, and productive members of society.

Each half-term, each class will focus on a different area of Relationships Education. All Relationships Education lessons will be taught by the class teacher.

Please see **Appendix 1** for the curriculum overview across the school.

Details of the learning objects for PSHE and RSE are shared in the subject summaries sent home at the start of each term and are also uploaded into the Parent Portal. Further detailed information will be sent at the start of each half-term by each class teacher.

Y5 parents will be given the opportunity to discuss the sessions taught on puberty and human reproduction with staff before the sessions begin. After each session the class teacher will inform the parents via email on how the class received the information and the general focus of children's interest in the subject and any questions raised.

MONITORING AND EVALUATION

The outcomes of each RSHE lesson will be recorded in a class book, which can be referred to by the class teacher throughout the year and parents are welcome to see during Time to Shine. Outcomes may also include a classroom display.

Monitoring and evaluating of the subject will be carried out through pupil interviews or questionnaires each half-term. This feedback from pupils is important in the continuing development of the curriculum, as it will inform teachers of areas of pupil need. The subject should be viewed as flexible and continually evolving, in order to best meet the needs of the children.

PARENTS AND CARERS RIGHT TO WITHDRAW YOUR CHILD FROM HEALTH EDUCATION

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from any Health Education that is not a compulsory part of the curriculum, until three terms before the child's sixteenth birthday.

Health Education materials will be available for Year 5 parents to view. Parents will also be able to see the planned programme and ask questions about it prior to its delivery and may ask for issues to be included or removed. The school recommends that, where possible, children are not withdrawn from these lessons as content does not go beyond the compulsory curriculum. This helps to avoid any social and emotional effects of being excluded, as well as to reduce the likelihood of children hearing about the content of the lessons second-hand from their peers rather than from a teacher. However, these effects can be mitigated if a parent proposes to deliver health education at home instead, and the wishes of the parent will ultimately be respected by the school.

We appreciate that for some parents that although statutory, they may wish their child to be exempt from these lessons. As part of the information sharing, a permission form will be included for parents. Whilst the school will not teach beyond the statutory curriculum and expectations, the school will signpost parents and work in partnership with you, should you wish your child to be taught any other aspects outside the expected provision.

ACCESSIBILITY OF CONTENT FOR ALL PUPILS, INCLUDING THOSE WITH SPECIAL EDUCATIONAL NEEDS

Relationships Education will be made accessible to all pupils, including those with SEND, through quality teaching and supported by extra one-to-one support where necessary. Vocabulary will be clearly explained with visuals and examples and the content will be delivered in such a way that all children can relate to scenarios and situations being discussed. Drama and role play will also play a part in lessons, enabling children to put themselves into situations and rehearse how they would respond or act. This is a useful tool for all children, as it gives them the opportunity to consider how they would deal with a variety of situations and allows them to see other children modelling their own coping strategies.

COMPUTING CURRICULUM

Children will be taught about online safety as part of the ICT and PSHE Curriculum. The internet and social media are important resources for learning and gathering information at school, we reinforce from Early Years through to Year 6 the importance of keeping safe online; pupils are taught about how to seek help if they have any concerns, the importance of telling an adult if they are uncomfortable about anything they see online, including cyber-bullying, and the importance of having security software installed on their devices.

ANSWERING DIFFICULT QUESTIONS

Questions asked by children do not have to be answered directly and can be addressed individually later. We believe that individual teachers must use their skill and discretion in these situations and refer to the leadership team if they are concerned. Where a teacher believes that the answer to a question is not appropriate for the whole class, they will work in partnership with parents to agree next steps.

CONFIDENTIALITY

As a general rule child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or at danger, she/he is to talk to the designated safeguarding lead who will make a decision if any action is to be taken.

APPENDIX 1: CURRICULUM TOPIC OVERVIEW 2024/2025

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RECEPTION	All about me and my world	Being healthy Occupations	Friendships/ Looking after myself	Looking after myself/ My feelings	Growing up/ Staying Safe	Celebrations/ Preparation for Y1
YEAR 1	Feelings/ Special People	Staying Safe	Healthy me	Beautiful world	Money matters	Friendships
YEAR 2	Different types of family	Feeling included	Road safety	Healthy bodies	Healthy minds	Caring for the environment
YEAR 3	Safety online	Celebrating achievements	Being part of a community	Exercise	Stereotypes	What I like
YEAR 4	Nutrition and dental health	Human rights	Emergency situations	Respect	Money matters	Falling out and making up
YEAR 5	Body image	Bereavement and loss	Fake news	Life in plastic	Changes in friendships	Health education – (see specific content)
YEAR 6	See Class 5	See Class 5	See Class 5	See Class 5	See Class 5	Financial literacy and friendships