

# Relationships and Health Education Policy

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## Elliot Foundation Academies Trust Values

### 1. Put children first

- a. We trust and value your professionalism
- b. We share the responsibility for the learning and welfare of all of our children
- c. Our purpose is to improve the lives of children

### 2. Be safe

- a. Don't assume that someone else will do it
- b. Look after yourself, your colleagues and all children
- c. We are all responsible for each other's safety and well being
- d. Discuss any concerns with an appropriate member of staff

### 3. Be kind & respect all

- a. People are allowed to be different as are you
- b. Kindness creates the positive environment we all need to flourish
- c. This kindness should extend to ourselves as well as to others

### 4. Be open

- a. If you can see a better way, suggest it
- b. If someone else suggests a better way to you, consider it
- c. We exist to nurture innovators and support those who take informed risks in the interests of children

### 5. Forgive

- a. We all make mistakes
- b. Admit them, learn from them and move on

### 6. Make a difference

- a. Making the world a better place starts with you
- b. Model the behaviour that you would like to see from others

## 1. Statutory framework and Related policies and documents

- 1.1. [Relationships Education, Relationships and Sex Education and Health Education guidance](#) (Department for Education 2019) is statutory guidance that sets out the legal duties that schools must comply with when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education
- 1.2. This statutory guidance from the Department for Education is issued under Section 80A of the [Education Act 2002](#) and section 403 of the [Education Act 1996](#) and replaces the Sex and Relationship Education guidance (2000)
- 1.3. Schools maintain a statutory obligation under the [Children Act](#) (2004) to promote their pupils' wellbeing, and under the [Education Act \(1996\)](#) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.
- 1.4. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the [Children and Social Work Act 2017](#), make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

### Related Policies and documents

This policy should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010: advice for schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

## Definitions

- Where the word 'Trust' is used in this document it refers to The Elliot Foundation Academies Trust as the responsible body
- Where the abbreviation 'DfE' is used in this document it refers to the Department for Education

## 2. Aims

- 2.1. The opening paragraph of the DfE 2019 guidance states that:  
*“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.”*
- 2.2. Relationships Education aims to put in place the building blocks needed for positive and safe relationships, including with family, friends and online. In an age appropriate way children will be taught what a relationship is; what a friendship is; what family means; how to treat each other with kindness, consideration and respect and who can support them.
- 2.3. Health Education aims to give children the information they need to make good decisions about their own health and wellbeing; to support young people to know how and when to ask for help and to know where to access support.
- 2.4. High quality teaching of these subjects, using materials that are appropriate for the age, maturity of pupils and sensitive to their needs, can help prepare pupils for the opportunities, responsibilities and experiences of adult life.

## 3. What must be taught and the parental / carer right to withdraw their children

- 3.1. From September 2020 Relationships and Health Education became compulsory in all primary schools in England with DfE guidance clearly stating the statutory requirements; that is the material that children must be taught by the end of primary school. Health Education includes learning about ‘the changing adolescent body’ to equip children to understand and cope with puberty.

- 3.2. Academies do not have to follow the National Curriculum for Science. However, the Trust as the responsible body does require all Trust schools to follow such a curriculum as if it were a compulsory subject; this includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals.
- 3.3. Relationships and Health Education and Science are therefore compulsory subjects and parents / carers do not have the right to withdraw their children from these subjects.
- 3.4. Parents have the right to request to withdraw their children from the non-statutory elements of sex education that can be delivered as part of the Relationships, Sex and Health Education curriculum. Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education, except for the sex education elements that are part of the National Curriculum for Science as explained above. Requests for withdrawal should be put in writing and addressed to the Principal.

## 4. Principles

- 4.1. The focus of an effective Relationships and Health Education programme is to teach the characteristics of good relationships, including treating each other with kindness, respect and understanding. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Health Education should also include how to promote good mental health and well-being.
- 4.2. The curriculum is a key part of developing a safeguarding culture in our academies. Relationships and Health Education, therefore, should be taught within the requirements of [Keeping Children Safe in Education](#). For example, understanding the importance of establishing personal space and boundaries, showing respect and understanding towards others and the differences between appropriate and inappropriate contact are important building blocks towards preparing pupils for the next stage of their education.
- 4.3. Relationships and Health Education is part of the Personal, Social and Health Education curriculum within our academies. The content of the PSHE teaching programme is a locally owned decision but must be in line with the Trust values covered at the start of this policy.

- 4.4. It is essential that children with Special Educational Needs and Disabilities (SEND) have access to high quality teaching that is personalised and appropriate to pupils' needs and physical and emotional maturity. Leaders may need to tailor content and teaching to meet the needs of pupils at different developmental stages. Leaders should also be mindful of the vulnerability of this group to bullying and mental health needs.
- 4.5. Any non statutory sex education which is planned should be considered within the context of the school community. Leaders must ensure that any scheme of work is delivered with sensitivity, that staff are trained and supported and that any teaching materials are of a high quality and age appropriate. Any training provided to school staff should be delivered by recognised organisations, such as the NSPCC.

## 5. Roles and Responsibilities

### 5.1. The Trust will ensure that:

- The Trust wide Relationships and Health Education Policy is up to date, accurately reflects statutory requirements and is made available to all stakeholders via the Trust website
- Relationships and Health Education is appropriately taught and accessible for all pupils, taking into account the age and religious backgrounds of all pupils, so as to ensure that the topics outlined in the statutory guidance are appropriately handled
- All schools work closely with parents when planning and delivering these subjects; ensuring that parents are consulted, know what will be taught and when, and clearly communicate where parents / carers have the right to request withdrawal

### 5.2. The Principal will:

- Ensure that the school owned policy and appropriate teaching materials are developed, shared and implemented in line with this policy and mindful of the needs of vulnerable cohorts
- Ensure that all teaching and support materials are informed by current best practice including the PSHE Association Guidance [here](#) and [linked resources](#)
- Inform parents/carers about the school's programme for Relationships and Health Education including provision made for sex education through consultation materials, events and the school's website
- Seek to form a consultative partnership with parents/carers to ensure that there is a clear understanding of the school owned policy and to address any concerns they may have
- Use their discretion and respond appropriately when considering requests from parents / carers for their children to be withdrawn from any non-statutory elements of sex education to which they object. The request will be accepted where the withdrawal does not cut across those elements of sex education which form part of the science curriculum