



**ARK Franklin**  
Primary Academy

# Relationships and Health Education Policy

Policy Review Dates		
Review Date	Changes made	By whom
22.01.20	Draft policy created	David Williams
	Parent Consultation	David Williams
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9.2.2022	Reviewed and updated	Peter Watkins

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### **1. Introduction**

- 1.1.** Ark Franklin is committed to all pupils growing up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain.
- 1.2.** Franklin's Relationships and Health Education (RHE) curriculum is designed to equip pupils with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.
- 1.3.** This policy provides defines the terms of Relationships and Health Education and provides detail of the content, the implementation and the processes we undertake to deliver effective RHE at Ark Franklin.

### **2. Defining Relationships and Health Education**

## **2.1. Relationships Education**

**2.1.1.** Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

## **2.2. Health Education**

**2.2.1.** Teaching the characteristics of good physical health and mental wellbeing.

## **3. Content covered in Relationships and Health Education**

**3.1.** The RHE curriculum is delivered by Franklin’s class teachers. The content is structured so that it is age-appropriate and explicitly builds upon prior learning. The content of Relationships Education and Health Education is covered in 3.2 and 3.3 of this document as well as in the appendices.

### **3.2. Relationships Education**

**3.2.1.** Relationships Education at Ark Franklin will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Pupils at Ark Franklin will be taught what a relationship is, what family means and who can support them. This will be delivered in an age-appropriate covering how pupils should treat each other with kindness, consideration and respect.

**3.2.2.** By the end of primary school, pupils will have been taught content on:

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

**3.2.3.** Franklin’s Relationships Education content is covered in our “Relationships With Myself and Others” topic in Spring 1. All content that is delivered has been designed to be age-appropriate and cumulatively build on previously covered content.

**3.2.4.** Following taught content sessions, children in all year groups have an assembly each half term that consolidates their learning from the whole topic.

**3.2.5.** Relationships Education content relating to online relationships is also covered through taught content sessions as part of the Computing curriculum, in addition to PSHCE lessons on “Staying Safe and Healthy in Our World”.

**3.2.6.** Specific details of the Relationships Education content can be found in appendix (a).

### **3.3. Health Education**

**3.3.1.** Health Education at Ark Franklin will give the pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others and to seek support as early as possible when issues arise.

**3.3.2.** By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

**3.3.3.** The majority of Franklin’s Health Education content is covered in the unit of ‘Staying Healthy and Safe in Our World’ in the Autumn term. All content that is delivered has been designed to be age-appropriate and cumulatively build on previously covered content.

**3.3.4.** Health Education content relating to online relationships is also covered through half-termly e-safety assemblies and taught content sessions. Further details of this can be found in our e-safety curriculum.

**3.3.5.** Mental wellbeing is also taught to children through the use of “Zones of Regulation”, a whole-school strategy where children are taught about their feelings and how to name and manage them.

**3.3.6.** The changing adolescent body is delivered to UKS2 (Year 5 + 6 pupils) by the UKS2 teachers. These sessions are statutory and cover key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Content also covers menstrual wellbeing including the key facts about the menstrual cycle. The changing adolescent body content is taught in gendered grouped classes and UKS2 teachers receive specific training on this content. This is a compulsory part of the National Curriculum for Science.

**3.3.7.** Specific details the Health Education content covered can be found in appendix (b).

#### **4. Sex Education**

**4.1.** The Relationships Education, RSE and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

**4.2.** The school delivers all Relationships education [requirements](#) as outlined by the Department for Education. This includes a specific lesson in year 3 about “Diversity of Families” where different family structures, including same-sex couples alongside single-parent families and foster-carers, are discussed. The reason for this teaching is to ensure respect and tolerance for all types of families.

**4.3.** The school goes beyond the national guidance and teaches children about “Civil Partnership” in year 5 as part of the lesson on marriage. We consider this to be essential in developing an informed and tolerant outlook in all of our young people.

**4.4.** The school does not teach sex education any further than what is outlined here and in the “Changes in the human body” section of the science curriculum.

- 4.5. Any proposed changes to the sex education curriculum will be made in consultation with parents.

## 5. **Teaching, monitoring and Assessment of RHE**

- 5.1. Teaching of RHE content will be in-line with Franklin's teaching and learning policy. Each lesson will begin with a short review of previous content in the form of a quiz. New content will be chunked into small sections with teaching explicitly teaching and modelling new content and vocabulary. Teachers will use formative assessment through the session to evaluate how children are accessing content, adapting their teaching in response to this information
- 5.2. Content will be adapted in its delivery by classroom teachers to ensure that it is accessible to all pupils, including those with SEND. This will be done in-line with Franklin's teaching and learning policy.
- 5.3. Monitoring of RHE teaching will be in-line with Franklin's Teaching and Learning policy. Senior leaders and the PSHE subject lead will undertake learning walks to ensure the correct coverage of content and provide support and training to so that all staff members are confident in delivering Franklin's RHE curriculum.

## 6. **Right to withdraw**

- 6.1. Parents cannot withdraw their children from the compulsory aspects of the Relationships and Health Education.
- 6.2. The science curriculum at Ark Franklin follows the National Curriculum which includes content on human development, including reproduction. There is no right to withdraw from this content.
- 6.3. Should a parent wish to discuss the content relating to Relationships and Health Education at Franklin they should email [info@arkfranklinprimary.org](mailto:info@arkfranklinprimary.org)

## 7. **Protocols**

- 7.1. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.
- 7.2. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of

information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

**7.3.** Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: "that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: "That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"
- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

## **8. Availability, reviewing and updating RHE Policy**

**8.1.** Franklin's RHE policy will be disseminated to all staff members and governors.

**8.2.** Annual training will be provided to relevant staff on the policy content.

**8.3.** Franklin's RHE policy will be available on the school website for parents to access.

**8.4.** The PSHE/RE co-ordinator will facilitate the gathering of policy feedback from parents, staff and pupils every two years.