



Pulford V. A. Lower School

April 2020

Relationship and Health Education Policy

Policy Statement

Defining Relationships Education for Church of England Schools:

In Pulford Church of England School, we want young people to flourish and to gain every opportunity to live fulfilled lives. RHE is about the emotional, social and physical aspects of growing up and healthy relationships. It is delivered through the wider PSHE/Values Education curriculum. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

As such in C of E Schools, Relationships and Health Education lessons will help pupils in explore the foundational ethic of “Love your neighbour as yourself” (Mark 12.31).

Pupils will have considered how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

In this school, any content that might be regarded as Sex Education: learning about human body parts, growth, and reproduction, will be taught through the Science Curriculum such as animal Life Cycles. Parents do not have the right the excuse their children from this aspect of the curriculum. As children move to Middle schools, a more specific part of RHE is dedicated to their Sex Education.

Defining Health Education

Health Education is learning about physical health and mental wellbeing, so pupils can make wise choices to ensure their own flourishing and the flourishing of others.

Church of England Context

In our school, our Christian vision shapes all we do:

All are made in the image of God and are loved by God.

Pupils are encouraged to grow in self-worth and esteem as unique people made in the image of God, pupils can seek to delight in others. Pupils will consider the importance of long term relationships as building blocks for family stability. Pupils need to understand that they will make mistakes in relationships but that there is a way back through forgiveness and reconciliation.

Health Education:

Learning to be in a healthy relationship with myself and how to look after myself.

By the end of lower school, pupils should know :



Pulford V. A. Lower School

- that families are important for children growing up because they can give love, security and stability.
 - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
 - that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
 - that marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Relationship Education

Learning to have healthy life-giving relationships with others

Pupils should know how to make caring friendships:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
 - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
 - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Learning about what might make healthy life-giving close relationships.

Pupils should know how to form respectful relationships

- the importance of respecting others, even when others are very different from themselves (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
 - practical steps they can take in a range of different contexts to improve or support respectful relationships.
 - the conventions of courtesy and manners.
 - the importance of self-respect and how this links to their own happiness.
 - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.



Pulford V. A. Lower School

- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission seeking and giving in relationships with friends, peers and adults.

How will RHE be taught in our school?

All staff teaching this sensitive and important subject will have received training. It will be delivered through staff meetings and using our subscription to the PSHE association. Pulford School will ensure that pupils with SEND will have had the content made accessible to them by skilled differentiation as appropriate from known teachers. Occasionally some elements will be taught by outside agencies (such as first aid). It is important that pupils have confidence in the teacher and that a “safe space” is created where pupils feel confident and can ask age appropriate questions. It does not need to be the class teacher who teaches Relationships Education. It is best delivered by teachers who are skilled and confident at managing sensitive issues and are good at handling class discussion.

This policy has been produced following training by the Diocese by consultation with stakeholders. The school should be read in conjunction with the safeguarding, equal opportunities and diversity policies, RE policies, Mental Health and Wellbeing Policy and curriculum intent statement for PSHE.

This policy will be reviewed every 3 years, next due April 2023

Policy endorsed by the Governing Body on

SignedChair of the Governing Body

Equal opportunities

All young people will be treated equally, regardless of race, creed, disability or gender.

The policy will be applied regardless of culture, faith or belief.