



MARYLAND PRIMARY SCHOOL

Relationships and Health Education(RHE) (Referred to as CPSHE) POLICY

Reviewed November 2021



Introduction:

Maryland Primary School is committed to the implementation of the Government's RHE initiative from September 2020. We have followed the Local authority's guidance in this regard.

The LA has carried out wider consultations within the different groups and communities on behalf of schools, to ensure that they are in a much stronger position to set RHE into context for groups and communities within their schools.

Maryland, in line with LA guidance, started its consultation with staff on 2nd March 2020. The next group of people to be consulted were the governors, on 18th March. Parents were the last stakeholder to be consulted on 11th, 12th and 13th November 2020.

This policy should be read with consideration for other policies such as the Behaviour policy, Anti-bullying policy, SEND policy, Equality statement and Safeguarding policy.

RHE fitted perfectly within our Citizenship, Physical, Social and Health Education (CPSHE) curriculum as most aspects of it is already being addressed within this subject area. RHE will therefore be referred to as CPSHE at Maryland School.

Aims and objectives of CPSHE

Maryland School aims to teach high quality, age appropriate, pupil-sensitive, evidence-based RHE that demonstrates respect for the law and all communities.

We hope to help pupils learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RHE is such an important part of the curriculum.

Science and RHE

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

Also by law, primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding.

Health Education (Physical Health and Mental Wellbeing)

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty. There is no right to withdraw from Health Education.

Maryland supports the Health at Every Size (HAES) principle which aims to ensure that everyone, including children are empowered to feel comfortable with their body size and are supported to address any issues relating to the body in a way they find comfortable, devoid of social or scientific stigma. Maryland pupils will be trained on how to maintain their self esteem and respect others with regards to body sizes.

This will be done via assemblies, science and in CPSHE lessons. Opportunities to access physical activities of their choosing through clubs, will be made available to all pupils. In addition to this, we will encourage a neutral relationship with foods which is communicated to teachers while also teaching children about nutrients and the diverse cultural experiences we can enjoy through what we eat.

Relationships Education

Maryland will focus on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils. There is no right to withdraw from Relationships Education

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RHE and any disclosures or issues arising as part of CPSHE, will be dealt with in line with our safeguarding policy.

Equality

- The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)
- The delivery of the content of CPSHE will be made accessible to all pupils, including those with SEND.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Maryland school, a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Delivery of CPSHE

The teaching of CPSHE at Maryland is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed. CPSHE will be taught all year round as part of class time to ensure that pupils become confident in applying what they have learnt, to safeguard themselves.

Relationships and health education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school. However we have decided to leave sex education, 'how babies are conceived and born' to secondary school, a trusted place where pupils can learn the truth about the topic.

Puberty and menstruation are seen as sensitive topics to teach in CPSHE; therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics.

We will endeavour to have single sex classes for some lessons, same sex teachers for single sex groups and the use of anonymous question boxes so that children feel less self-conscious and students may be more relaxed and feel able to ask questions.

Resources

Maryland school has adopted the Jigsaw scheme of work for the implementation of the CPSHE curriculum.

Monitoring evaluation and assessment.

CPSHE lead will monitor the teaching and learning of this subject area and will ensure that teachers apply the Jigsaw assessment tool when measuring progress.

Communication with parents/carers

Maryland will ensure effective communication with parents/carers. We will support parents with questions that their child may have concerning what they have learnt in school.

Equal Opportunities statement

CPSHE teaching at Maryland aims to provide opportunities for ALL children to reach their potential. Both boys and girls are given equal recognition for their contributions. Stereotypical views on gender, race and ethnicity relating to unconscious bias are constantly challenged and opportunities are given to develop equal opportunity for children who are learning English as an additional language, through opportunities to develop their language, during collaborative and practical activities.