



RELATIONSHIPS AND HEALTH EDUCATION POLICY

The key values for all who attend and work at CornerPost Education Centre are:

- responsibility
- respect
- excellence
- family
- loyalty
- commitment
- integrity

PURPOSE

This policy contains information on how CornerPost Education Centre will support the legal duties on the schools it serves when teaching Relationships Education and Health Education.

INTRODUCTION

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how CornerPost Education Centre will support the needs of schools it supports in meeting their legal duties, with which those schools must comply, when teaching Relationships Education and Health Education. The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PHSE) continues to be compulsory in independent schools. For the purposes of this policy, relationships education is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. For the purposes of this policy, health education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

DEVELOPMENT OF THE POLICY

This policy has been developed by the staff at CEC working in partnership with local schools and ensuring representation of the protected characteristics of the Equality Act 2010.

CONSULTATION WITH PARENTS

CornerPost Education Centre understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. CornerPost Education Centre works closely with parents by establishing open communication. Parents are provided with the following information:

- the content of the relationships and health curriculum
- the delivery of the relationships and health curriculum
- the legalities surrounding withdrawing their child from the subjects
- the resources that will be used to support the curriculum

CornerPost Education Centre aims to build positive relationships with parents by inviting them into CEC to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on issues covered by the curriculum. In addition, parents will be consulted in the review of this policy and are encouraged to provide their views at any time.

CURRICULUM CONTENT

Relationships and health education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health, and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate relationships and health curriculum for all our pupils. There are sets of statements for personal, social, and emotional development, relating to expectations for the end of each primary age group at CEC. These have been amended in the light of the statutory documentation for Relationship and Health Education from the DFE 2019.

RELATIONSHIPS EDUCATION

According to DFE guidance, the focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to:

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

HEALTH EDUCATION

According to DFE guidance, the focus in primary schools should be to teach pupils about physical health and mental wellbeing and to give them the information they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Health education covers:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

DELIVERY

Relationships and Health Education is taught throughout the whole of CEC's curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE). Pupils will be taught in small groups that are arranged by ability and age. It is important to note that although different groups may have different teaching activities, the message will be consistent. It is important that children learn about changes to themselves and others. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, and in a carefully sequenced way.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed knowledge so that it can be used confidently in real-life situations.
- A high-quality and age-appropriate relationships and health curriculum is delivered in line with schools' statutory requirements.
- A variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils is used.
- Personal views or beliefs are not expressed when delivering the programme.
- Positive attitudes towards relationships and health education are modelled.
- Any safeguarding concerns in line with the Safeguarding Policy are responded to.

QUESTIONS

Staff will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual members of staff will use skill and discretion in these situations and seek advice from the CEC Manager, whenever necessary.

Staff will apply the following principles:

- Clear ground rules will be established and set out for each session.
- Pupils' questions will be encouraged and opportunities to ask questions openly and in private.
- Clarity about the topics being taught will be shared with the pupils.
- If a child's question is not appropriate to answer in front of the class or group, the member of staff will explain that this is not part of today's discussion, but that it will be followed up later, or in private with the child.
- Individual questions may be answered by the member of staff at the end of the session.

- Some questions may be referred to the child's parents to provide an answer, and in these circumstances the member of staff will make contact with them.

Training of staff will be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

EQUALITY AND ACCESSIBILITY

CornerPost Education Centre creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. CEC understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against:

- women/ girls and men/ boys
- people of different races
- disabled people
- people with different religions or beliefs or with no religion or belief
- people of different ages
- lesbian, gay and bisexual and straight people
- people who have changed their sex

CornerPost Education Centre is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. CEC understands that pupils with SEND or other needs, such as those with social, emotional, or mental health needs, are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Staff will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. For example, families can include a mum and a dad, blended families (step/half siblings), single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, families with looked after children and families with young carers.

Provisions under the Equality Act 2010 allow CEC to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary for a pupil with a particular protected characteristic, we will consider our pupil's needs, including the gender and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics of gender such as "boys don't cry" or "girls aren't strong" and dispel any manifestations of discriminations from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between pupils, we will apply our highest expectations of behaviour and adherence to our key values.

SEX EDUCATION

In all mainstream schools, all pupils must be taught the aspects of sex education outlined in the primary science curriculum which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. At CornerPost Education Centre, we do not teach pupils sex education beyond what is required of the science curriculum. If a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe.

PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their child from relationships and health education or the programme of study as part of the science curriculum. CornerPost Education Centre will continue to teach the science curriculum as set out in the National Curriculum 2014.

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