



## **DUCKS RELATIONSHIPS AND HEALTH EDUCATION POLICY (RHE)**

### **Introduction and Aims**

The teaching of Relationships and Health Education (RHE) at DUCKS is an important aspect of pupils' education. Teachers talk explicitly about the features of healthy positive relationships including those online. We believe that the teaching of RHE should be shared with parents and be mutually supportive and complementary. Teaching promotes an understanding of positive relationships with particular reference to friendships, family relationships and relationships with other children and adults. This includes the teaching of what a positive relationship is, what friendship is, what family means and who the people are that can support them. This policy is implemented and read in conjunction with our Wellbeing policy.

This document relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, care and promoting British Values, especially of tolerance.

Every child is entitled to receive RHE. It is our intention that all children have the opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development with differentiated provision if required, whilst valuing families' relationships.

DUCKS aims are to:

- help pupils develop sensitivity and respect for themselves and others;
- provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- support pupils in taking responsibility for their actions and the consequences of their actions; and
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

Taking account of the age, maturity and needs of the pupils, we aim to:

- provide the knowledge and information to which all pupils are entitled;
- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- provide the confidence to be participating members of society and to value themselves and others;
- encourage children to take responsibility for their own actions;
- give them an understanding of the importance of health and hygiene;

- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- respect and care for their bodies; and
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate.

### **Context**

We teach RHE in the context of the school's aims and values. In particular, we teach RHE with the belief that:

- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of their behaviour;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control;
- RHE should be taught in the context of loving relationships and family life;
- RHE is part of a wider personal, social, spiritual and moral education process.

### **DUCKS Values**

- Determined
- Unique
- Confident
- Kind
- Selfless

### **Teaching and Learning including Delivery of the Curriculum**

We teach RHE integrated within the curriculum at DUCKS. Our focus is on providing children with accurate and supportive information through our wellbeing programme.

Material used includes Family Links circle time, NSPCC and RULER materials. All the content is age appropriate.

The children are encouraged to ask questions and share their thoughts throughout their learning.

Linked with Religious Studies and Wellbeing, children reflect on family relationships, different family groups and friendship. They begin to learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

### **Answering Difficult Questions**

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Head of DUCKS who can discuss the matter with the parent or follow other appropriate procedures.

### **Procedures for Withdrawal of Pupils**

Parents and carers have the right to withdraw their child from sex education, but relationship education and statutory Science lessons are compulsory. The focus of this learning at DUCKS is on Relationship and Health Education. Parents are informed of the resources we use via our weekly newsletter and curriculum overviews.

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<b>Policy Owner:</b>	Head of DUCKS
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