



# Manor Primary School

## Relationships and Health Education Policy

**Adopted by governors: July 2020**

**Due for Review: July 2022**

### **Rationale**

Relationships and Health Education (RHE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about our bodies, relationships and feelings. Sex and Relationships Education (SRE) is a National Curriculum subject from KS3 (secondary school) but many areas of the primary science and PSHE curriculum begin the early building blocks for pupil understanding. Effective RHE can make a significant contribution towards the development of the personal skills needed by pupils in primary school, and is essential if children and young people are to establish and maintain relationships and make responsible and well-informed decisions throughout their lives.

This policy contains information on how our school will meet its legal duties, with which 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 (PSHE) continues to be compulsory in independent schools. For the purpose 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 purpose 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

### **Related Policies**

Other related policies and documents include the PSHE plans, staff Conduct Policy, Anti-Bullying Policy, Safeguarding Policy, Behaviour Policy, Equality Policy and the SEND Policy

### **Parental Consultation**

The school 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. The school 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, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will be informed through the school website about the content of the Relationships and Health Education taught in each year group. Parents will be invited to discuss the content with the teacher. A letter will be sent to KS1 parents each year ahead of teaching of content such as human life cycles and names of body parts inviting them to arrange a meeting if they wish to discuss any of the content. KS2 classes will also receive a letter ahead of teaching about puberty and will be invited to a presentation where they will be able to discuss the curriculum with the teacher. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time. Communication with parents about this policy will be recorded in the communication logs in the school information management system (SIMS)

### **Aims**

Relationships and health education focusses 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 focusses 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 relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

### **Objectives**

**Relationships Education:** The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

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

See table below for the content laid out in the DfE Guidance:

Families	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
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	<p>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</p>
Caring Relationships	<p>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</p>
Respectful Relationships	<p>The importance of respecting others, even when they are very different from them (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 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 That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact How to respond</p>

	safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult How to ask for advice or help for themselves or others, and to keep trying until they are heard How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice e.g. family, school and/or other sources
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**Health Education:** The aim of teaching pupils about physical health and mental wellbeing is to give them the information that 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.

- 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

See table below for the content laid out in the DfE Guidance:

Mental wellbeing	Mental wellbeing is a normal part of daily life, in the same way as physical health. There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). It is common for people to experience mental ill health. For many people who do, the
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	problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	For most people the internet is an integral part of life and has many benefits. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Why social media, some computer games and online gaming, for example, are age restricted. The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Where and how to report concerns and get support with issues online
Physical Health and Fitness	The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity). How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.

### Curriculum Content and delivery of the RHE Programme

Relationships and Health Education is taught throughout the whole school 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 mainly be taught in their class groups. Single gender lessons will be used as deemed appropriate by the school eg about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

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, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

Year Group	Planning Cycle	Content
Robins	N/A	Children learn about the concept of male and female and about young animals. Following the EYFS, they develop skills to form friendships and think about relationships with others.
Swans	A	<ul style="list-style-type: none"><li>• To understand some basic hygiene principles and how to stay healthy</li><li>• To introduce the concept of growing and changing</li><li>• To explore different types of families and who to ask for help</li></ul>
	B	<ul style="list-style-type: none"><li>• To understand and respect the differences and similarities between people</li><li>• To learn the biological differences between male and female animals and their role in the life-cycle</li><li>• To learn the biological differences between male and female children</li><li>• To learn about changing from young to old</li></ul>

		<ul style="list-style-type: none"> <li>• To know that we are always growing and changing</li> </ul>
Owls	A	<ul style="list-style-type: none"> <li>• To explore the differences between males and females and to name the body parts</li> <li>• To consider touch and to know that a person has the right to say what they like and dislike</li> <li>• To explore different types of families and who to go to for help and support</li> <li>• To understand what helps to make people feel happy</li> </ul>
	B	<ul style="list-style-type: none"> <li>• To learn about the way we grow and change throughout the human lifecycle</li> <li>• To learn about the physical changes associated with puberty</li> <li>• To learn about the physical changes during puberty</li> <li>• To recognise my own worth as an individual and to challenge stereotyping</li> <li>• To embrace positive change</li> <li>• To recognise and deal with unwelcome change</li> </ul>
Penguins	A	<ul style="list-style-type: none"> <li>• To explore the emotional and physical changes occurring in puberty</li> <li>• To understand male and female puberty changes in more detail</li> <li>• To explore the impact of puberty on the body and the importance of physical hygiene</li> <li>• To explore ways to get support during puberty</li> <li>• To understand the concept of well-being</li> </ul>
	B	<ul style="list-style-type: none"> <li>• To learn about the changes that occur during puberty</li> <li>• To learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>• To learn what values are important to us in relationships</li> <li>• To appreciate the importance of friendship in intimate relationships</li> <li>• To learn about human reproduction in the context of the human life-cycle</li> <li>• To learn how a baby is made and grows (conception and pregnancy)</li> <li>• To learn about the roles and responsibilities of carers and parents</li> <li>• To answer each other's questions about relationships and health with confidence</li> <li>• To investigate where to find support and advice when we need it</li> </ul>

\*We recognise that for some girls, puberty and menstruation can start as early as 8yrs old, so as part of their learning in Owls and Penguins, girls are offered the opportunity to learn about menstruation in more detail with a female teacher (in Owls, permission for girls to be part of these sessions is sought before anything is covered). In these sessions, girls are taught separately from boys and are given age appropriate information regarding how to take care of themselves during their periods, how to use and dispose of sanitary towels (and in Penguins, tampons) and what the purpose of menstruation is. We do keep a small supply of sanitary towels in school for girls to use as and when needed, and they are made aware of this during these sessions.

### **Statutory RHE Content**

We also teach the following as part of the National Curriculum Science Orders; parents do not have the right to withdraw their child/children from these sessions as they form part of children's statutory education. (*itallics are statutory; non-itallics are advisory*)

National Curriculum Science

Key Stage 1

- *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense*
- *notice that animals, including humans, have offspring which grow into adults*

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Upper KS2

- *describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird*
- *describe the life process of reproduction in some plants and animals*

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

- *Describe the changes as humans develop to old age*

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

### **Visitors**

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RHE in school. Manor Primary School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make e.g. school nurse;
- All visitors are familiar with and understand the school's RHE policy and work within it;



- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

### **Child Protection / Confidentiality**

Teachers are aware that effective relationship and health education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. All staff delivering SRE content are fully trained in Safeguarding procedures, and staff will inform the Head Teacher /Designated Child Protection person of any disclosures or concerns in line with the school procedures for child protection. **No member of staff can promise confidentiality if concerns exist.**

### **Responding to Sensitive Issues**

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the Relationships and Health Education Lead.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private eg. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils

If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.

Individual questions may be answered by the teacher at the end of the session.

Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

### **Equality and accessibility**

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school 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
- People with different sexual orientation such as lesbian, gay, bisexual and straight
- People who are pregnant or on maternity
- people who have different forms of marriage or civil partnership
- People who have had gender reassignment

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school 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. Teachers 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 (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 amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Provisions under the Equality Act 2010 allow our school 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 to support pupils with a particular protected characteristic, we will consider our pupils' 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 which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which sets out our expectations of pupils.

### **Support**

During RHE lessons, children will be made aware of different support groups, networks and charities that they can go to for more help and advice. These will be made available to parents before the RHE block teaching takes place in summer term. Children will be reminded of these means of support during each lesson, and particular care will be taken to ensure that those children with SEND and children in care are supported so that they understand the issues being discussed and can ask questions freely.

### **Sex education**

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. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do not teach pupils sex education beyond what is required of the science curriculum. In line with our school's safeguarding policy, 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 children from relationships and health education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum.

The changing of the adolescent body topics will be taught in single sex groups and, where possible, by a member of staff of the same gender. Materials are available to parents/carers who wish to supplement the school RHE programme.

### **Staff development**

Staff are regularly given the opportunity to identify training needs, and these are followed up by attending appropriate training courses or arranging in service training.

### **Monitoring and Review**

The effectiveness of the RHE programme will be monitored and evaluated by assessing children's learning and implementing change if required.

This policy will be reviewed every two years by the relationships and health education subject lead, Head Teacher and governors. The next scheduled review date for this policy is **July 2022**. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. The governing board is responsible for approving this policy. Any changes made to this policy will be communicated to all staff and parents by the school website.