



# Hurst Hill Primary School

Date	Review Date	Coordinator	Nominated Governor
June 21	July 22	Daniel Russell	K Davis

## Relationships and Health Education Policy

### Context

This guidance replaces the Sex and Relationship Education guidance (2000). This guidance will be reviewed in three years (September 2020) and every three years after that point. This policy is developed in conjunction with The Keeping Children Safe in Education (2019) and The Equality Act (2010). This policy will be updated annually.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life.

### Aims and objectives

Through the delivery of high quality and age-appropriate RHE, the school aims to teach pupils the importance of health and hygiene and healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We will also ensure that pupils know when to ask for help and where to access support.

We will help to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this will be pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

By the end of their education with us the school hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences in later life.

### **Definition of Relationships Education**

Relationships education is defined as the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

### **Definition of Health Education**

Health Education teaches pupils about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and gives pupils the language and knowledge to understand the normal range of emotions that everyone experiences. Health Education should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

### **How the programme is taught**

Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced and appropriate way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations. The school follows the PSHE Association thematic approach to teaching RHE. Our curriculum map can be found later in the document.

The RHE curriculum will be taught using a combination of the following:

- class teachers.
- school nurse.
- visiting speakers for assemblies.

Teachers of RHE will ensure that they are up to date with school policy and curriculum requirements and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

## RHE Curriculum

The teaching of relationships education will be split into 5 parts.

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

By the end of primary school, pupils will know:

Families and people who care for me:

- 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 and civil partnership 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.

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.

### Respectful relationships:

- 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.

### Online relationships:

- 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 information and data is shared and used online.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

### Being safe:

- 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 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.

**The teaching of health education will be split into 8 parts.**

- **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**

By the end of primary school, pupils will know:

**Mental wellbeing:**

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that 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.
- that 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 problems can be resolved if the right support is made available, especially if accessed early enough.

**Internet safety and harms**

- that 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.
- that 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.

## Hurst Hill Primary School curriculum map

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a Community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
EYFS	Understand what a family is and what it means to them. Understanding about similarities and differences between ourselves and others.	How to show feelings. Seeking help from trusted adults should they need to.	Self-confidence and how to feel good about self-success. Understand how to adjust behaviour to different situations.	Talk about own and others' behaviour and its consequences. Understand how to work as a group and understand what rules are.	Understanding that a range of technology is used in places such as homes and schools.	Jobs in familiar environments such as their family and their school.	Understanding basic hygiene including dressing and going to the toilet.	Understand how good practices regarding sleep, exercise, eating and hygiene help with healthy growth.	Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground.
Year 1	Roles of different people, families. Feeling cared for.	Recognising privacy; Staying safe. Seeking permission.	How behaviour affects others. Being polite and respectful.	What rules are. Caring for others' needs. Looking after the environment.	Using the internet and digital devices. Communicating online.	Strengths and interests. Jobs in the community.	Keeping healthy. Food and exercise. Hygiene routines. Sun safety.	Recognising what makes them unique and special. Feelings. Managing when things go wrong.	How rules and age restrictions help us. Keeping safe online.
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help, recognising hurtful behaviour	Recognising things in common and differences. Sharing opinions	Belonging to a group. Roles and responsibilities. Being the same and different in the community.	The internet in everyday life. Online content and information	What money is. Needs and wants. Looking after money	Why sleep is important? Medicines and keeping healthy. Managing feelings and asking for help.	Growing older. Naming body parts. Moving class or year.	Safety in different environments. Risk and safety at home. Emergencies.
Year 3	What makes a family. Features of family life.	Personal boundaries. Safely responding to others. The impact of hurtful behaviour.	Recognising respectful behaviour. The importance of self respect. Courtesy and being polite.	The value of rules and laws. Rights. Freedoms and responsibilities.	How the internet is used? Assessing information online.	Different jobs and skills. Job stereotypes. Setting personal goals.	Health choices and habits. Knowing what affects feelings and expressing feelings.	Personal strengths and achievements. Managing and reframing setbacks.	Risks and hazards. Safety in the local environment and unfamiliar places.

Year 4	Positive friendships, including online.	Responding to hurtful behaviour. Managing confidentiality. Recognising risks online.	Respecting differences and similarities. Discussing differences sensitively.	What makes a community? Shared responsibilities.	How data is shared and used	Making decisions about money. Using and keeping money safe.	Maintaining a balanced lifestyle. Oral hygiene and dental care.	Personal identity. Recognising individuality and different qualities. Mental wellbeing.	Medicines and household products. Drugs common to everyday life.
Year 5	Managing friendships and peer influence	Physical contact and keeping safe	Responding respectfully to a wide range of people. Recognising prejudice and discrimination.	Protecting the environment. Compassion towards others.	How information online is targeted. Different media types, their role and their impact.	Identifying job interests and aspirations. What influences career choices. Workplace stereotypes.	Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies.	Physical and emotional changes in puberty. External genitalia. Personal hygiene routines.	Keeping safe in different situations, including responding in emergencies and first aid.
Year 6	Attraction to others. Romantic relationships, civil partnerships and marriage.	Recognising and managing pressure. Consent in different situations.	Expressing opinions and respecting others' points of view including discussing topical issues.	Valuing diversity. Challenging discrimination and stereotypes.	Evaluating media sources. Sharing things online.	Influences and attitudes to money. Money and financial risks.	What affects mental health and ways to take care of it. Managing change, loss and bereavement.	Increasing independence. Managing transition.	Keeping personal information safe. Regulations and choices. Drug use and the law. Drug use and the media.

## Assessment

Pupils' knowledge and understanding is assessed through formative assessment via question and answer sessions, discussion groups and quizzes.

## Monitoring

The RHE policy and curriculum will be reviewed annually. Teacher assessment will influence RHE planning as will evaluation of the programme by pupils and staff. As part of the process of monitoring the curriculum an audit of the training needs of all staff will be carried out annually. Support and training offered as appropriate.

## How religious backgrounds of pupils are taken into account

A good understanding of pupils' faith backgrounds and positive relationships between the school and local community help to create a constructive context for the teaching of these subjects.

At Hurst Hill, we will ensure that the religious background and belief will be taken into account when planning teaching, so that the topics that are included are appropriately handled.

## How 'off script' questions from pupils will be handled

Teachers will establish the ground rules with the class at the beginning of the programme. Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later, or not answered at all if the question is deemed not appropriate for the age of the child. The school believes that individual teachers must use their skill and discretion in these situations. They may refer it to the RHE / PSHE co-ordinator who may also seek advice from the school nurse or an RHE adviser.

## Consultation with parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, **make Relationships and Health Education compulsory for all pupils receiving primary education, therefore parents do not have the right to withdraw.** Sex education is non-compulsory at Primary school and we do not cover this at Hurst Hill.

The school is committed to working in partnership with parents. This policy is made freely available to parents and parents are able to come to school, ask any questions and view any resources prior to teaching. We hold an annual parent consultation evening where we share materials and resources. During the Covid19 outbreak, parents will be kept up to date via Parentmail and text messaging.

### **Safeguarding**

Teachers will conduct these lessons in a sensitive manner and in confidence. However, if a child makes a disclosure about something that would put the child at risk of harm, or something that would concern us, then the teacher will take this matter seriously and deal with it as a matter of Child Protection and school policy followed.

### **Children with SEND**

It is up to the school to make sure that the needs of all pupils are met. This may mean additional support within lessons, small group or individual lessons and adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEND.

### **Timetabling**

We will use direct teaching via timetabled lessons. RHE will be taught for 1 hour each week.