

# Relationship and Health Education policy (RHE)

Green Lea First School

“Everybody is Somebody”



**Approved by:**

The Full Governing  
Body

**Date:** 18<sup>th</sup> March 2021

**Last reviewed on:**

**Next review due by:**

March 2023

## Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy development.....	2
4. Definition .....	2
5. Curriculum .....	3
6. Delivery of RHE .....	3
7. Roles and responsibilities .....	3
8. Parents' right to withdraw .....	4
9. Training .....	4
10. Monitoring arrangements.....	4
Appendix 1: Curriculum map .....	5
Appendix 2: By the end of primary school pupils should know .....	7

---

## 1. Aims

The aims of relationships and health education (RHE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a maintained first school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. At key stages 1 and 2 the National Curriculum for science includes teaching about main external parts of the body and changes to the human body as it grows from birth to old age including puberty.

In teaching RHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Green Lea First School we teach RHE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the Head teacher pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to give their comments and recommendations about the RHE scheme of work and policy
4. Pupil consultation – we investigated what exactly pupils wanted from their Relationship Education
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

Relationship Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Relationship Education will teach what a relationship is, what friendship is, what family means and who can support them. It will also cover how to treat each other with kindness, consideration and respect.

Health Education aims to give a child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others and to seek support as early as possible when issues arise.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of Relationship and Health Education

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE). We use the SCARF PSHE scheme (Safety, Caring, Achievement, Resilience and Friendship).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RHE curriculum, see Appendices 1 and 2.

These areas of learning are 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 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).

## 7. Roles and responsibilities

### 7.1 The governing body

The governing body will approve the RHE policy, and hold the headteacher to account for its implementation.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils if a parent wishes to do so.

### 7.3 Staff

Staff are responsible for:

- › Delivering RHE in a sensitive way
- › Modelling positive attitudes to RHE
- › Monitoring progress
- › Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

Mrs K Wilson is responsible for overseeing the teaching of RHE.

## 7.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

## 9. Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RHE is monitored by Mrs K Wilson through:

Discussions with children and lesson observations.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Katy Wilson at least every two years, or sooner if required. At every review, the policy will be approved by the Governing Body.

Chair of Governors .....Date:

Head teacher .....Date

This policy will be displayed on our website. Anyone requiring a paper copy can do so through [office@greenlea.staffs.sch.uk](mailto:office@greenlea.staffs.sch.uk) or 01889 505309

Appendix 1: Curriculum map

**PSHE (including Relationship and Health Education 2021)**

	<b>Autumn 1</b> <i>Me and my relationships</i>	<b>Autumn 2</b> <i>Valuing Difference</i> <i>British Values</i>	<b>Spring 1</b> <i>Keeping myself safe</i> <i>On-line safety</i>	<b>Spring 2</b> <i>Rights and responsibility</i> <i>British Values</i>	<b>Summer 1</b> <i>Being my best</i>	<b>Summer 2</b> <i>Growing and Changing</i>
Nursery	Marvellous me! I'm Special	Me and my friends  Friends and family  Including everyone	People who help to keep me safe  Safety Indoors and outdoors  What's safe to go in my body?	Looking after myself  Looking after others  Looking after my environment	What does my body need?  I can keep trying  I can do it!	Growing, changing and moving on
Reception	All about me  What makes me special  Me and my special people  Who can help me?  My feelings  My feelings (2)	I'm special, you're special  Same and different  Same and different families  Same and different homes  Kind and caring (1)  Kind and caring (2)	What's safe to go in my body  Keeping myself safe (medicines)  Safe indoors and outdoors  Listening to my feelings (1)  Keeping safe online  People who help to keep me safe	Looking after my special people  Looking after my friends  Being helpful at home and caring for the classroom  Caring for our world  Looking after money	Bouncing back when things go wrong  Yes I can!  Healthy Eating  Move your body  A good night's sleep	Seasons  Life stages – plants, animals, humans  Human life stage – who will I be  Where do babies come from?  Getting bigger  Me and my body – girls and boys
Year 1	Why we have classroom rules  Thinking about feelings  Our feelings  Feelings and bodies  Our special people  Good friends  How are you listening	Same or different  Unkind, tease or bully?  School Rules  Who are our special people?  It's not fair!	Healthy me  Super sleep  Who can help?  Good or bad touches	Wash and brush up!  Around and about school  Taking care of something  How we should look after money  Basic first aid	I can eat a rainbow  Eat Well  Catch it! Bin it!  Kill it!  Riding a bike  Pass on the praise!	Inside my wonderful body  Taking care of a baby  Then and now  Who can help  Surprises and secrets  Keeping Privates, private
Year 2	Our Ideal Classroom  How are you feeling today?  Bullying or teasing?  Don't do that!  Types of bullying  Being a good friend  Let's all be happy!	What makes us who we are?  How do we make others feel?  My special people  When someone is feeling left out  An act of kindness  Solve the problem	How safe would you feel?  I don't like that!  Fun or not?  Should I tell?  Some secrets should never be kept	Getting on with others  When I feel like erupting  Feeling safe  How can we look after our environment?  Saving for something special  Going camping!	You can do it!  My day  Keeping clean and healthy  Harold's bathroom  My body needs ...  What does my body do?	A helping hand  Sam moves away  Haven't you grown?  My body, your body  Respecting privacy  Basic first aid

Year 3	As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem Dan's dare Thunks Friends are special	Family and friends My community Respect and Challenge Our friends and neighbours Let's celebrate our differences Zeb	Safe or unsafe? Danger or risk? The risk robot Alcohol and cigarettes – the facts Super searcher None of your business! Raisin challenge Help or harm?	Our helpful volunteers Helping each other stay safe Recount task Environmental Project Can you afford it? Earning money	Derek cooks dinner! Poorly Harold For or against! I am fantastic! Getting on with your nerves! Body team work Top talents	Relationship tree Body space Secret or surprise? My changing body Basic first aid
Year 4	An email from Harold! Ok or not OK? Human machines Different feelings When feelings change Under pressure	Can you sort it? Islands Friend or acquaintance What would I do? The people we share our world with That is such a stereotype!	Danger, risk or hazard? Picture wise How dare you! Medicines: check the label Now the norms Keeping ourselves safe Raisin challenge	Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Expenses Why pay tax?	What makes me ME! Making choices SCARF hotel 7 Rs My school community	Basic first aid Moving house My feelings are all over the place! All change! Period positive Secret or surprise? Together

## Appendix 2: By the end of primary school (Year 6) pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



