



St. Margaret's C of E Primary School

## Relationships and Health Education Policy

Written: July 2021

Date for review: June 2022

Head Teacher's signature

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Chair of Governor's signature

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## Relationships and Health Education (RHE)

Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

Relationships education has three main elements:

- attitudes and values
- personal and social skills
- knowledge and understanding

RHE is closely linked with Personal, Social, Health and Economic (PSHE) education guidance and Spiritual, Moral, Social and Cultural (SMSC) Development and the Citizenship framework. It is also linked with the National Healthy School Standard (NHSS). There are aspects that overlap with the New National Curriculum for Science.

All curriculum content is in line with relevant legislation including the Equality Act 2010.

## Intent

At St Margaret's our aim is to deliver a curriculum that equips our children to form healthy and happy relationships; and for our children to be able to safeguard themselves. The curriculum Intent, Implementation and Impact was made in consultation with staff, children and parents.

Statutory Relationships Education	Statutory Health Education	Sex Education
Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe	Mental wellbeing Internet safety and harm Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body (puberty)	We plan to include the non-statutory elements of sex education in Year 6 to meet the needs of our children. The DfE guidance states that 'The DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the children'. Parents can withdraw their child from these elements provided in the year 6 programme, but no other part of our RHE programme.

## Statutory content

By the end of primary school: **Families and people who care for me**

Children should know

- 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 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (same sex as well as heterosexual).
- 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**

Children should know

- 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**

Children should know

- 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.

## **Online relationships**

Children should know

- 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.

### **Being safe**

Children should know

- 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 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 RHE programme is tailored to the age and the physical and emotional maturity of the children, and follows the most recent government guidance.

As a church school RHE will reflect the Christian beliefs, values and attitudes of the school community; with an emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility. We will teach all content with a sensitive and age appropriate approach.

### **Provision of RHE**

It ensures that both boys and girls know about puberty and how a baby is born. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.

RHE is taught by class teachers and follows the Discovery Education RHE Scheme of work for primary aged children. The curriculum is graduated and spiral ensuring concepts are revisited and sequential. All lessons are differentiated to ensure that SEND children and other children with additional needs can access the learning. Teaching methods take account of the developmental differences of the children and the potential for discussion on a 1-1 basis or in small groups.

### **Sensitive Issues**

No teacher delivering RHE will be expected to deal with sensitive issues beyond those outlined in the Curriculum Overview. If any teacher feels unable to deliver all or part of RHE, another appropriate member of staff should teach it. If children ask questions or seek information about sensitive matters teachers should use their professional judgement over the response in these matters, possibly after consultation with colleagues. Adults should be especially aware of issues regarding safeguarding and confidentiality.

In Year 6, parents will be offered support in talking to their children about RHE at home. During this transition year RHE will include:

- Changes in the body related to puberty, such as periods and voice breaking;
- When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these;
- How a baby is conceived and born.

## **Implementation**

The St Margaret's programme consists of six age-appropriate broad topics that follow themes of personal safety and mental health and wellbeing:

- Healthy and happy friendships
- Similarities and differences
- Caring and responsibility
- Families and committed relationships
- Healthy bodies, healthy minds
- Coping with change

Each year group teaches these topics at the same time starting with Healthy and Happy Friendships in Autumn 1 and finishing with Coping with Change in Summer 2. Parents are invited in at the start of each academic year to view and discuss curriculum content.

Lessons are between 30mins and an hour and follow a set structure. Each topic has a starter video followed by three lessons. A lesson contains a lesson plan, presentation and worksheets for classroom activities where appropriate.

Each topic contains age-appropriate videos which can be used to enhance learning and broaden understanding of particular concepts. Teachers can use the videos in a variety of ways to best suit their needs, for example:

- as an introduction to a topic or concept before teaching a lesson
- as a springboard to stimulate discussion
- as a way to demonstrate or further illustrate a particular concept during a lesson or whole topic
- as a stimulus for further classroom activities, discussion, etc.
- as a reference point to both remind children of concepts and to distance the learning from them so that children can relate back to a real-life situation without it being about their own lives.

The videos are child-led: presented by Archie and Elise who explore questions and meet with other children who share their experiences. They explore a range of real-life or animated scenarios, visit schools and interview individuals, helping children to see the world from different perspectives, engage in discussions and share their opinions

Ground rules establish an expectation for behaviour and responses, especially when teaching about sensitive issues that may invoke personal or emotional responses. They also help support more general class rules and behaviour policies.

Age-appropriate ground rules are developed with all year groups at the beginning of each new academic year, and revised regularly to ensure they are still relevant. They should also be revisited before the start of each lesson as a reminder to children.

Examples of ground rules for this resource could include:

- listening to and respecting what other people say
- not saying personal things about other people
- using the correct words for all parts of the body
- having the right to pass

Distancing learning enables children to consider issues objectively rather than making things 'about them', even if they have experienced or are experiencing something similar. Distancing also helps children to consider the advice they could give someone else in a particular situation, which they may then feel able to apply to themselves.

Examples of distancing include using stories, images, film clips and case studies. The activities in this resource

all aim to distance situations from the learner, but teachers will consider their own children and make any adjustments necessary, for example to children's names in the downloadable resources.

## Questioning

Children, especially younger ones, may have all kinds of questions about what they are learning, some of which you may feel unprepared for. Older children may have plenty of questions but be self-conscious about asking them, especially in relation to more sensitive subjects such as puberty. It is important that we respond to any questions in a way that shows that all questions are valued and that no question is considered 'silly'; and that demonstrates respect for the person who asked it. It is also important that staff are honest in their responses, even if this means telling a child that they will answer their question at another time, when they have all the information they need. Being evasive, or not answering questions in order to 'protect' children, may lead to them trying to find out answers from inappropriate or inaccurate sources, in particular online.

Using a question box, 'Ask-it basket' or even post-its can help children to ask questions if they feel embarrassed or want to do so anonymously. It can also help the teacher pre-prepare honest and safe responses to more challenging questions.

## Confidentiality and Disclosure

Teachers should ensure they have knowledge of all school policies relating to safeguarding, disclosure and child protection and use these for guidance where necessary. Teachers should explain that if for any reason they are concerned for a pupil's safety or wellbeing, they will have to tell another member of staff. Children should never be promised exclusive confidentiality for any disclosure that causes concern for safety or wellbeing.

If a pupil asks a question, uses language or behaves in a way that raises concern (including discussion or behaviour indicating a knowledge of sex or sexual activity that is inappropriate for the child's age), it should be raised with the Designated Safeguarding Leaders. Please note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone, including parents/carers.

If you are unsure of any procedures, seek advice from your Designated Safeguarding Lead, or contact the NSPCC on 0808 800 5000.

Children who miss lessons on RHE ***must be given the opportunity to catch up on another occasion.***

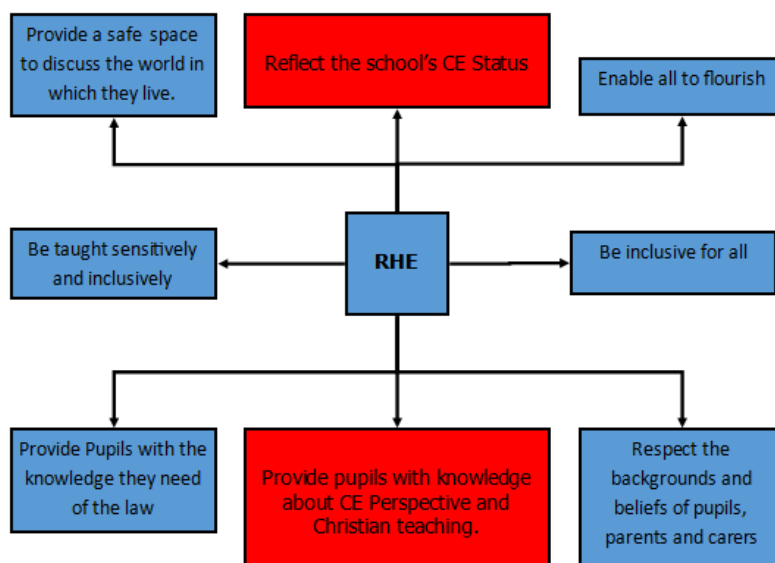
## RHE in a Church of England School

The Church of England recognizes that there will be some elements of the RHE curriculum that are sensitive and contentious. There is a need to acknowledge that there is a wide range of viewpoints and understanding about human identity, human sexuality and gender and that different views will be held within the school community. However, the starting point for discussion about RHE, according to Archbishop Justin, should be the belief that all people are made in the image of God and our mission as a C of E school is to value and nurture all individuals,

*'There are no problems here, there are simply people...people made in the image of God...The way forward needs to be about love, joy and celebration of our humanity, of our creation in the image of God, of our belonging to Christ – all of us, without exception, without exclusion.'* (Archbishop Welby 2017)

*'A church school's vision will be a Christian and inclusive vision.'* (Valuing All God's Children 2019)

RHE in church schools must provide understanding, vocabulary and strategies pupils need to keep themselves safe and to thrive within good relationships of all kinds. It should give children accurate information to equip pupils for life in the modern world and make sure that they are not harmed or negatively influenced by unrealistic or dangerous materials.



## Impact

All children will have been taught all curriculum objectives by the time they leave Primary Education and are ready to start the Key Stage 3 RHE and Citizenship curriculum at secondary school.

## Monitoring and Evaluation

This is the responsibility of the RHE Subject Leader, SLT and governing body.

- **Baseline assessment:** a baseline assessment should be carried out before teaching anything new, to establish what children already know, think or can do. Baselines can also be used to recap on previous learning to establish if children have retained it (for example, between lessons, topics or year groups). Examples of useful baseline activities include questioning, discussion, 'draw and write', mind mapping, spider diagrams, graffiti walls and quizzes.
- **During learning:** assessment for learning can take place formally or informally while children are doing activities as a way to gauge understanding and further develop thinking. Examples could include structured questioning, discussion, justification of choices during activities, observations, etc.
- **Measuring progress:** the simplest way to measure progress at the end point of a teaching block is to revisit the original baseline activity. Some of these (e.g. mind maps, spider diagrams, draw and write) can be very effective if children revisit them by writing additional ideas and learning in a different coloured pen so that development of thinking is clearly shown. Alternatively children might repeat the activity, or do something completely different that assesses the same knowledge and understanding. Other ways to demonstrate progression include using learning/knowledge journals; creating posters or presentations; giving information to a peer group or younger children; a report, blog, or similar, or an exhibition of work for display.

Opportunities for these forms of assessment and gathering evidence are given throughout the resource lesson plans.

## Right to Withdrawal

Parents/carers have the right to withdraw their children from all or part of Sex Education except for those parts included in statutory New National Curriculum for Science. If parents/carers wish to withdraw their children from RHE they should discuss this with the Headteacher and make it clear which aspects of RHE they do not wish their child to participate in. The school will make alternative arrangements in such cases.