



St. Margaret's C of E Primary School

Relationships and Health
Education Policy

Written: September 2024

Date for review: September 2026

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



Relational connections are at the core of everything we do at St Margaret's which is the central reason why we are a Thrive School.

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 Relationships Education 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.

Changing adolescent body

Children should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. (years 4-6)
- about menstrual wellbeing including the key facts about the menstrual cycle.

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.

Mental wellbeing

Children should know:

- 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

Children should know:

- 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

Children should know:

- 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

Children should know:

- 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

Children should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Children should know:

- 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

Children should know:

- 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.

The RHE programme is tailored to the age and the physical and emotional maturity of the children, and follows the most recent government guidance. Alongside this curriculum content, the NSPCC will be used as a tool to offer content, lesson plans and discussions based on the most recent Safeguarding 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 spiralled 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:

- Revisiting changes in the body related to puberty first addressed in year 4 and then year 5, 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.

Alongside these topics of personal safety and mental health and wellbeing, we are also a Thrive School.

'Thrive is a systematic approach to the early identification of emotional developmental needs in children and young people so that differentiated provision can be put in place quickly by the adults working most closely with the child or young person. It is preventative, reparative, pragmatic and easy to use. By addressing

emotional developmental needs, Thrive builds resilience and resourcefulness, decreases the risk of mental illness and reinvigorates the learning provision.’ (Practitioners' Course Childhood years - Delegate’s Reference Book)

Thrive establishes age-appropriate developmental tasks for children. This framework clarifies the connection between emotional and social development, behaviour and learning. There are six developmental strands of experience, each with accompanying tasks and opportunities. These translate into six fundamental aspects of learning for social and emotional development: **learning to be**, **learning to do**, **learning to think**, **learning to be powerful and have an identity (Power and Identity)**, **learning to be skilful and have structure (Skills and Structure)** and **learning to be independent, relate to your peers and become secure in your sexual identity (Interdependence)**.

Within the Primary phase, right-time development focuses on *Power & Identity* in Reception to year two and *Skills & Structure* in years three to six. Earlier strands are revisited in our reparative work through group and one to one intervention.

Lessons based on Thrive developmental learning or addressing RHE learning objectives are often discussion based, using stories, images or videos to introduce, stimulate or demonstrate and always follow an agreed set of ground rules to establish an expectation for behaviour and responses, especially when teaching about sensitive issues that may invoke personal or emotional responses.

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, puppets, images, film clips and case studies.

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.***

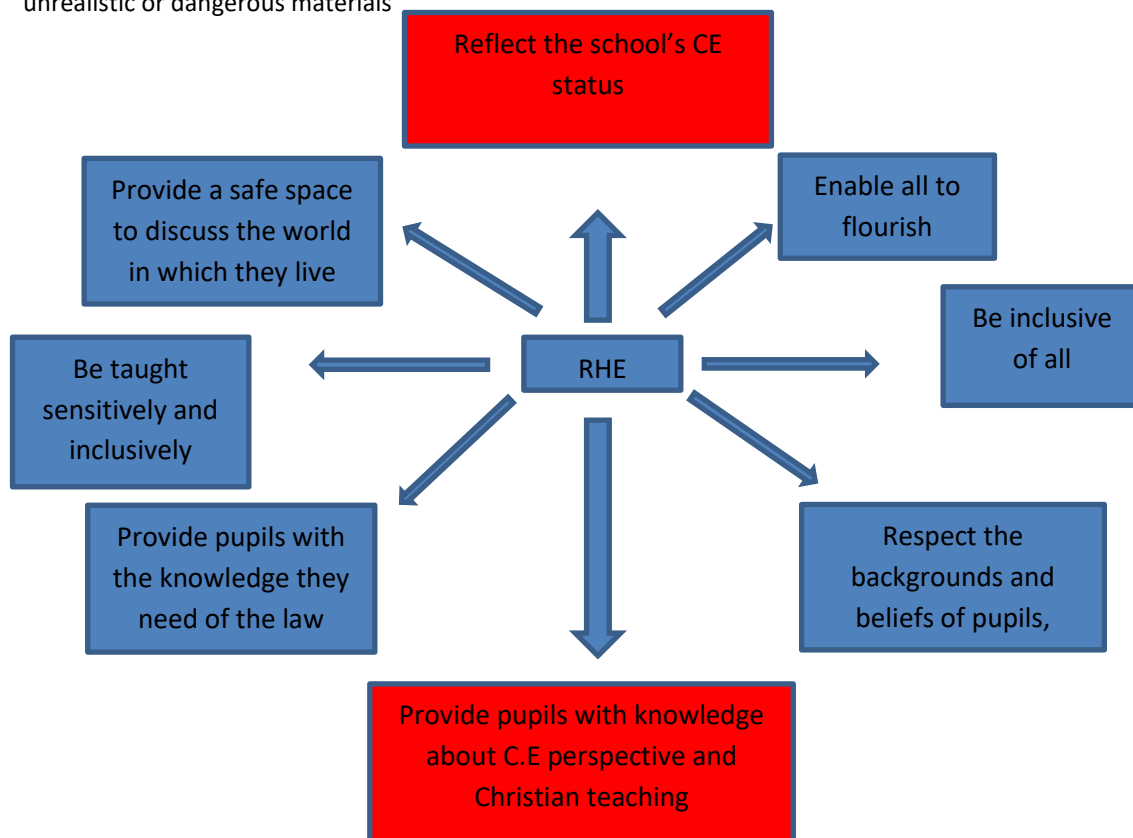
RHE in a Church of England School

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.

- Each term, all children are screened using Thrive Online baseline screeners. This is a web-based assessment and action-planning tool. This creates a group Action Plan for the term for the class to follow. Group or one to one versions of this tool are used when there is a reparative need to support a group of learners or individuals with their social and emotional understanding and skills. This is reviewed and re-assessed at the end of each term before a new action plan is established.
- Baseline assessment: a baseline assessment in RHE 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', concept cartoons, 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.

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.