



Tattershall Primary School
Believe, Achieve, Succeed

RELATIONSHIPS AND HEALTH EDUCATION POLICY (RHE)

Introduction

Relationships and Health Education is lifelong learning about physical, moral, and emotional development. It is about understanding the characteristics of safe, positive, and healthy relationships, which might be with friends, family, or other adults. RHE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the morals and values of our school.

This policy has been written in accordance with the statutory guidance from the Department for Education: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', issued under Section 80A of the Education Act 2002. 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.

Statutory RHE Requirements

Tattershall Primary School is legally obliged to have an up to date RHE policy that describes the content and organisation of RHE taught outside Science in the National Curriculum.

It is the school governors' responsibility to ensure that the policy is developed and implemented. School governors are in law expected to give 'due regard' to the RHSE 2020 guidance and to maintain an up to date RHSE policy which must be made available to parents.

The sex education contained in the Science National Curriculum Science (Key Stages 1–4) is compulsory in maintained schools. There is no right for parents to request their child be withdrawn from Relationships Education or Health Education.

Curriculum Content

RHE 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.

To deliver our curriculum, we use the Discovery Education Health and Relationships Programme. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised, and delivered (Appendix 1).

Curriculum Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the RHSE curriculum, Science curriculum, Physical Education (PE), Computing and some aspects are included in Religious Education (RE).

Pupils will mainly be taught in year groups. A range of teaching strategies will be used as appropriate. These will include: Circle time, role-play, stories, discussion, visitors (PCSO's , Fire Brigade, School Health Advisor etc). In the Early Years Foundation Stage, it is taught throughout the whole curriculum and in circle time sessions.

Teachers will use a range of teaching methods and age-appropriate resources to deliver RHSE that best meets the intended learning outcomes for each year group. Each year cohorts vary so teachers will use their knowledge of the class and their professional expertise to select resources and activities that are most suitable.

All teachers will deliver RHSE in a safe way ensuring that all pupils feel able to participate and contribute. To support this each class will create a group agreement outlining expected behaviour, rights, and responsibilities within RHSE sessions.

Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner.

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
- 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.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment. Children will be rewarded in line with school policy e.g., success stars and stickers.

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
- Lesbian, gay and bisexual and straight people
- People who have changed their sex

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.

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 carers, amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (looked after children or young carers).

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. 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.

Equal Opportunities

All children have equal access to the RHE curriculum and developmentally appropriate materials. As RHE has been planned to cover all areas recommended by the National Curriculum, then issues can be met and discussed which may otherwise not arise informally. It is intended that school's RHE supports the personal and social development of children at home.

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.

Monitoring and review

This policy will be reviewed on an annual basis by the RHE subject lead, Head Teacher, and governors. This policy will also be reviewed considering 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.

Discovery Education Health and Relationships						
	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy body, healthy mind	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	*Sex education: adult relationships and human reproduction, including different ways to start a family.	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.