



**DRAFT Relationships and Health
Education Policy
(RHE)**

Context

It is a statutory requirement that all schools have a Relationships and Health Education (RHE) policy which is made available.

The policy must:

- Define Relationships and Health Education
- Describe how RHE is provided and who is responsible for providing it;
- Say how RHE is monitored and evaluated;
- Include information about parents' right to withdrawal; and
- Be reviewed regularly.

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school is complying with the Children and Social Work Act 2017, which has made Relationships Education and Health Education compulsory for all pupils receiving primary education from summer 2021.

Relationships and Health education is compulsory in all primary and secondary schools, sex education is currently not compulsory in primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

Lodge Primary School recognises that effective RHE is dependent upon partnerships at many levels; this includes between ourselves and parents, carers and guardians; children; the local authority including Public Health and health professionals and local faith communities.

At Lodge Primary School, Relationships and Health Education is taught within a broader, carefully planned Personal, Social, Health and Relationship Education curriculum (PSHE), it aims to gradually and appropriately prepare children for adult life, and ensuring the development of the personal skills needed by pupils if they are to establish and maintain relationships both now and in their future. The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

Relationships and Health Education does not include teaching about sex and the schools policy on that subject is explained further below.

Sex Education

The school is currently in consultation with parents and following this consultation period, it will make a decision whether to teach non-mandatory sex education after the consultation period. Parents do have a right to withdraw their child from these non-mandatory sex education lessons if the school does decide to implement non-mandatory sex education lessons.

Moral and Values Framework

RHE will reflect the values of the Personal, Social and Health Education (PSHE) and Citizenship programmes.

In addition, we will promote self-esteem and emotional health and well-being and help pupils form and maintain worthwhile and relationships, based on respect for themselves and for others, at home, school, work and in the community.

Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (draft guidance)
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (draft legislation)
- Children and Social Work Act 2017

What is Relationships Education and Health Education

The focus for relationships education in primary school is on teaching of the fundamental building blocks and characteristics of positive relationships, which includes friendships and family relationships. It gives pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships.

There is widespread agreement that children need to be able to recognise abusive behaviour and to know how to seek help if they are worried about abuse or experience it. The new government guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so.'

Relationships education will cover 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

Curriculum design

RHE is primarily taught through our PSHE curriculum via the Dot Com Foundation Curriculum and the Sandwell 'Healthy Minds Happy Me' Curriculum and supplemented with the Birmingham Relationships Curriculum (2021). (Please see the RHE curriculum overview in the appendix of this policy.) The Relationships curriculum has been designed sensitively using culturally and age-appropriate material. In accordance with government guidance the religious background of all pupils has been taken into account when planning the curriculum.

The Relationships Education and Health Education Curriculum in Lodge Primary School will cover the following topics (as mandated by the government):

Relationships Education

Families and people who care for me

Pupils will 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
- 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

Pupils will 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

Pupils will 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

Pupils will 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

Pupils will 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.

Health Education

Mental Wellbeing

Pupils will 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 harm

Pupils will 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

Pupils will 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

Pupils will 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

Pupils will know:

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

Health and prevention

Pupils will 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

Pupils will 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.

Changing adolescent body

Pupils will know:

- 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.

Foundation Stage

In Nursery and Reception we teach relationships, growth and development education as part of our PSED programme of work. All of the work relates to the Early Learning Goals, which underpin the curriculum planning for children aged three to five. For more information please visit www.gov.uk or www.lodgeprimaryschool.co.uk/policies

Aims

The aims of 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 bodily development and the importance of health and hygiene.
- Understanding of bodily development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.

Years Five and Six (Health education curriculum)

- Year 5 will be taught about the emotional and physical external changes that their gender will experience during puberty. It will ensure that both boys and girls are prepared for the changes that puberty and adolescence brings. Girls will also cover menstruation and about the importance of personal hygiene.
- Year 6 sessions will recap the above and also be taught about the internal changes and why these changes relate to them in a range of ways.
- Girls and boys will be separate for these classes so they can feel comfortable to ask questions.
- Pupils will learn about their own genders and the changes that occur.
- These lessons will be delivered by a trained member of school staff and will be delivered in a sensitive manner.
- Our approach will be conducted within clear morals, values and boundaries with sensitivity to various religious faiths and religions.

Pubertal Provision

- If a girl begins menstruating whilst at school – emergency sanitary provision can be obtained from KS2 Assistant Head Teacher.
- Sanitary bins are located in the Upper Key Stage 2 girls' toilets only- this will be discussed with girls during puberty lessons

Answering difficult questions

In all relationships lessons, the teacher establishes clear parameters of what is appropriate and inappropriate to discuss at the very beginning of the lesson. The teacher will set ground rules for discussion. If a pupil asks a difficult question during a whole class session, staff will be expected to answer honestly and factually. Responses to questions answered need to follow the school's policy. During the sessions a question box approach will be used so that explicit or difficult question can be vetted and answered during the following session. Pupils will be made aware of safeguarding procedures during the first lesson, the teacher or adult delivering the lesson will only answer questions that are age appropriate and relate to the learning objectives. In the case of inappropriate language/concerns or a disclosure, staff will refer all situations to one of our DSLs.

The role of parents

At Lodge Primary, we are well aware that the primary role in children's relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RHE policies and practice
- Consult with parents what will be taught, address any concerns and help support parents in managing conversations with their children on these issues (Please note in view of Covid-19 this discussion will be virtual. This is an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe.
- Answer any questions that parents may have about RHE.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school
- Inform parents about the best practice known with regard to relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Withdrawal

Parents are unable to withdraw from Relationships Education or Health Education as it is a statutory requirement for all primary schools. In the event of the school incorporating the teaching of non-mandatory sex education following our parental consultation, parents would then have a right to withdraw their child from non-mandatory sex education lessons.

We encourage parents with concerns, to contact the school to discuss this further.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our relationships education programme. Other people that we may call on include representatives of faith groups, social workers, support groups and youth workers.

The role of parents/carers

The school believes that it is important to have the support of parents, carers and the wider community for the RHE curriculum. Parents and carers are/will be given the opportunity to find out about and discuss Relationships Education, Health Education through parent/teacher consultations.

The role of the Head teacher

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about the relationships policy, and that the policy is implemented effectively. It is also the Head teacher's

responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head teacher and PSHE Leader will liaise with external agencies regarding the school relationships programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Head teacher will ensure that Governors have agreed materials relating to puberty and RHE before they are used in school. The Head teacher will also ensure parents are given the opportunity to see materials relating to human puberty before they are used in their child's class.

The Head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The role of the Class teacher

It is the responsibility of the class teacher to plan the sessions relating to the delivery of this policy and where necessary liaise with the PHSE coordinator to arrange meetings with parents and the external agency responsible for delivery.

It is also the responsibility of the class teacher to ensure that materials delivered are in accordance with this agreed policy. If other materials become available these should be brought to the attention of the PHSE coordinator so their use can be agreed by the Governing body before they are used in the classroom.

The class teacher is also responsible for bringing any safeguarding concerns to the attention of one of the school's DSLs if these come to light within the delivered programmes (please see safeguarding policy for further information)

Dissemination of the policy

This policy will appear on the school website for parents to access fully. The policy will also be communicated to all staff and governors.

Monitoring, Evaluation and Review

The PSHE leader will monitor the quality RHE throughout the curriculum. Adults involved in delivering lessons will be asked to evaluate sessions, thinking about the effectiveness of the lesson in meeting its objectives and progression of the children's knowledge and understanding.

The Curriculum and Standards Committee of the governing body monitors our RHE and RSE policy on a three-yearly basis. The governing body gives serious consideration to any comments from parents about the RHE programme, and makes a record of all such comments.

The policy has been developed in consultation with Relationships Education the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance and should be read in conjunction with the Child Protection Policy, Anti Bullying Policies and PSHE policy.

Review: June 2021

Next review: April 2024