Relationship Health Education Policy

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 changes to their bodies and the importance of health and hygiene

- Help pupils develop feelings of self-respect, confidence and empathy

- Create a positive and respectful culture around issues of different relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for responsibilities and experiences of adult life.

2. Statutory requirements

As a maintained primary 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.

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 Alfred Sutton 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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff and governor 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 watch a video about the changes and share their opinions via a survey (covid secure option)

4. Ratification – once amendments were made, the policy was discussed again with governors and ratified

4. Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information, and exploring issues and values.

RHE is not about the promotion of sexual activity.

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 RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Alfred Sutton uses 'Kapow' for our PSHE planning and guidance, which is based on the PSHE Association guidance.

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

Lessons covering changes experienced during puberty are taught as a part of the year 5/6 science curriculum.

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).

Children will be taught that despite different beliefs or differences, respect and tolerance is at the core of developing relationships with their peers.

The programme is matched to the pupils' level of maturity. Pupils with special educational needs will be given the opportunity to fully participate in RHE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the headteacher.

7.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school.

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

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.

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 and health 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.

10. Monitoring arrangements

The delivery of RHE is monitored by all members of the Senior Leadership Team through:

- planning scrutinies
- learning walks
- pupil interviews

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

This policy will be reviewed by the Senior Leadership Team annually. At every review, the policy will be approved by the governing board and the headteacher.

RHE Curriculum Map

Relationships Education

Families and people who care for the pupil

- 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 (available to both opposite and same sex couples) and civil partnerships represent 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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To begin to identify their special people, including family and how they provide safety • To begin to identify and respect the similarities and differences between people	• To understand the importance of family for love, security and stability • To begin to understand that a healthy family cares for one another • To begin to understand that families can look different from their own and they all should be respected	• To understand the importance of family for love, security and stability • To begin to recognise if family relationships are making them unhappy or unsafe and to know how to seek help • To understand that families sometimes look different from their own family but should be respected	• To understand the importance of family for love, security and stability • To begin to recognise if family relationships are making them unhappy or unsafe and to know how to seek help • To understand that families sometimes look different from their own family but should be respected	• To understand that stable caring relationships, which may of different types, are at the heart of happy families • To understand how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help from others if needed • To understand that marriage and civil partnership is available legally to both	• To understand that stable caring relationships, which may of different types, are at the heart of happy families • To understand how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help from others if needed • To understand that marriage and civil partnership is available legally to both

				opposite and same sex couples and that all commitments should be respected	opposite and same sex couples and that all commitments should be respected
• To begin to understand that marriage and civil partnership is available legally to both opposite and same sex couples	• To begin to understand that marriage and civil partnership is available legally to both opposite and same sex couples				

Caring friendships

- 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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To begin to understand how to choose and make friends • To begin to understand the characteristics of friendships: kindness, respect and truthfulness • To begin to understand how to repair friendships when we have fallen out • To begin to understand how to work through	• To begin to understand how to choose friends that make us feel happy • To understand the characteristics of friendships: kindness, respect and truthfulness • To begin to understand that healthy friendships are positive and welcoming and do not exclude others	• To begin to understand that friendships are important to help us feel happy and secure • To understand the characteristics of friendship, including support with problems and difficulties • To begin to understand how to repair friendships through communication and without	• To begin to understand that friendships are important to help us feel happy and secure • To understand the characteristics of friendship, including support with problems and difficulties • To understand that healthy friendships are positive and welcoming and do not exclude others	• To understand that friendships are important in making us feel happy and secure so choosing friendships carefully is important • To understand that healthy friendships are positive and welcoming and do not exclude others • To understand how to repair friendships	• To understand that friendships are important in making us feel happy and secure so choosing friendships carefully is important • To understand that healthy friendships are positive and welcoming and do not exclude others • To understand how to repair friendships

problems with friends • To begin to understand who to trust and who not to trust and who to seek out for support when needed	• To begin to understand how to work through problems with friends • To understand who to trust and who not to trust and who to seek out for support when needed	resorting to violence • To understand who to trust and how to judge when a friendship is making them unhappy or uncomfortable • To begin to understand how to manage conflict and when to seek support from others	• To begin to understand how to repair friendships through communication and without resorting to violence • To understand who to trust and how to judge when a friendship is making them unhappy or uncomfortable • To begin to understand how to manage conflict and when to seek support from others	through communication and without resorting to violence • To understand how to manage difficult or uncomfortable situations and conflict, seeking support where needed	through communication and without resorting to violence • To understand how to manage difficult or uncomfortable situations and conflict, seeking support where needed

Respectful relationships

- The importance of respecting others, even when they're very different (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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To begin to understand others regardless	• To understand the importance of respecting others	• To understand the importance of respecting others	• To understand the importance of respecting others	• To understand the importance of respecting others	• To understand the importance of respecting others

of physical differences • To use good manners in the canteen • To begin to understand how to respect ourselves as well as others • To begin to understand the difference between unkindness and bullying and what to do about them • To begin to understand the importance of permission-seeking (for touching) in adult and peer relationships	regardless of differences (physical, personality, beliefs or background) • To use good manners in the canteen • To begin to understand how to respect ourselves as well as others • To understand the difference between unkindness and bullying and what to do about them • To begin to understand the importance of permission-seeking (for touching) in adult and peer relationships	regardless of differences, different choices, preferences or beliefs • To understand how to use manners around the school • To begin to understand how to respect ourselves as well as others • To understand the difference between unkindness and bullying and the different forms of bullying and what to do about them	regardless of differences, different choices, preferences or beliefs • To understand how to use manners around the school • To begin to understand how to respect ourselves as well as others • To understand the difference between unkindness and bullying and the different forms of bullying and what to do about them	regardless of differences, different choices, preferences or beliefs • To understand that in wider society, mutual respect is important • To understand how to respect ourselves and how this will add to our own happiness • To understand the different forms of bullying, the role that a bystander can play in stopping it and how to get help • To understand what a stereotype is and how they can be unfair, negative or destructive • To begin to understand the importance of consent in all relationships	regardless of differences, different choices, preferences or beliefs • To understand that in wider society, mutual respect is important • To understand how to respect ourselves and how this will add to our own happiness • To understand the different forms of bullying, the role that a bystander can play in stopping it and how to get help • To understand what a stereotype is and how they can be unfair, negative or destructive • To understand the importance of consent in all relationships

Online relationships

• That people sometimes behave differently online, including by pretending to be someone they're 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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To begin to understand how to keep safe online • To begin to understand that we should respect others online as well as in person	• To begin to understand how to keep safe online, including how to report things that make them upset or uncomfortable	• To understand the importance of respect for others online including when we are anonymous • To understand the rules and principles for keeping safe online and how to report harmful content and contact • To begin to understand that people sometimes behave differently online, including pretending to be someone they're not	• To understand the importance of respect for others online including when we are anonymous • To understand the rules and principles for keeping safe online and how to report harmful content and contact • To begin to understand that people sometimes behave differently online, including pretending to be someone they're not	• To understand the importance of respect for others online including when we are anonymous • To begin to understand how to critically consider their online friendships and sources of information • To begin to show an awareness of the risks associated with forming friendships with people they have never met • To begin to understand how information and data is shared and used online	• To understand the importance of respect for others online including when we are anonymous • To begin to understand how to critically consider their online friendships and sources of information • To begin to show an awareness of the risks associated with forming friendships with people they have never met • To begin to understand how information and data is shared and used online

Being safe

- 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's 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're 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)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To understand the appropriate boundaries in friendships with peers and others • To begin to understand that secrets are not always right if they relate to being safe • To understand how and where to report feelings of being unsafe or feeling bad about any peer or adult	• To understand the appropriate boundaries in friendships with peers and others • To understand that secrets and privacy are not always right if they relate to being safe • To understand how and where to report feelings of being unsafe or feeling bad about any peer or adult	• To begin to understand the differences between appropriate and inappropriate/ unsafe physical contact • To understand how and where to report feelings of uncomfortable behaviour or abuse until they are sure they have been heard	• To understand the appropriate boundaries in friendships with peers and others • To understand how and where to report feelings of being unsafe or feeling bad about any peer or adult	• To understand the appropriate boundaries in friendships with peers and others • To understand how and where to report concerns or abuse, ensuring they have the confidence to ensure they are heard	• To understand the appropriate boundaries in friendships with peers and others • To understand how and where to report concerns or abuse, ensuring they have the confidence to ensure they are heard

Health education expectations

Mental wellbeing

- 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're feeling and how they're 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's 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're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's 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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To begin to understand that a range of emotions is normal • To begin to understand how to talk about their own feelings • To begin to understand that certain activities can make them happy (mental wellbeing)	• To understand that a range of emotions is normal and begin to recognise these emotions • To begin to talk about their own and others' emotions and feelings using a varied vocabulary • To begin to understand how to guard their own mental wellbeing, including the benefits of physical activity etc.	• To understand that a range of emotions is normal and to talk about their emotions and feelings • To begin to judge whether what they're feeling and how they're behaving is appropriate and proportionate • To begin to understand the importance of simple self-care techniques and when to use them • To begin to understand that it's common for people to experience mental ill health and where and how to seek support if they do	• To understand that a range of emotions is normal and to talk about their emotions and feelings • To begin to judge whether what they're feeling and how they're behaving is appropriate and proportionate • To begin to understand the importance of simple self-care techniques and when to use them • To begin to understand that it's common for people to experience mental ill health and where and how to seek support if they do	• To understand that it's common for people to experience mental ill health and how to find the right support (for themselves and others) • To talk about their emotions and feelings and judge whether their behaviour is appropriate or proportionate • To begin to employ simple self-care techniques that work for them including physical exercise, rest, time with family and certain hobbies • To understand that bullying has a lasting impact on mental health	• To understand that it's common for people to experience mental ill health and how to find the right support (for themselves and others) • To talk about their emotions and feelings and judge whether their behaviour is appropriate or proportionate • To begin to employ simple self-care techniques that work for them including physical exercise, rest, time with family and certain hobbies • To understand that bullying has a lasting impact on mental health

Internet safety and harms

- 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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To begin to understand the benefits of the internet as well as the risks of spending too much time online /on electronic devices	• To better understand the risks of spending too much time online/on electronic devices including on mental and physical wellbeing • To understand how to report concerns and get support with issues online	• To begin to consider the effect of their online actions on others and how to display respectful behaviour online • To begin to understand the importance of keeping personal information private	• To begin to understand why social media, some computer games and online gaming are age restricted • To begin to understand that the internet can be a negative place (abuse, bullying, trolling and harassment) which can have a negative impact on mental health and what to do about it	• To understand the benefits of rationing time spent online/on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • To understand why social media, some computer games and online gaming are age restricted • To understand that the internet can be a negative place (abuse, bullying, trolling and harassment)	• To understand the benefits of rationing time spent online/on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • To understand why social media, some computer games and online gaming are age restricted • To understand that the internet can be a negative place (abuse, bullying, trolling and harassment)

				which can have a negative impact on mental health and what to do about it	which can have a negative impact on mental health and what to do about it

Physical health and fitness

- 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're worried about their health

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To begin to understand the benefits of regular activity on physical and mental health	• To begin to identify ways to be active in daily routines and the benefits on physical and mental health	• To begin to understand the mental and physical benefits of an active lifestyle. • To identify how to build regular activity that they enjoy into a daily routine • To begin to understand the risks associated with an inactive lifestyle	• To understand the mental and physical benefits of an active lifestyle. • To identify how to build regular activity that they enjoy into a daily routine • To begin to understand the risks associated with an inactive lifestyle	• To identify how to build regular activity that they enjoy into a daily routine • To understand the risks associated with an inactive lifestyle and know how and when to seek support if they're worried about their health	• To identify how to build regular activity that they enjoy into a daily routine • To understand the risks associated with an inactive lifestyle and know how and when to seek support if they're worried about their health

Healthy eating

- 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)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

• To begin to understand what constitutes a healthy diet vs unhealthy eating and its impact on the body • To, with support, plan a healthy meal or snack	• To begin to understand what constitutes a healthy diet vs unhealthy eating and its impact on the body • To, with support, plan a healthy meal or snack	• To begin to understand what constitutes a healthy diet. • To understand the characteristics and risks of a poor diet (impact on body) and other behaviours • To understand how eating from a range of foods/food groups can support a healthy diet • To plan and prepare a healthy meal or snack	• To begin to read food labels (traffic lights) as a part of understanding a healthy diet • To understand the characteristics and risks of a poor diet (impact on body) and other behaviours • To plan and prepare a healthy meal or snack	• To begin to understand food labels and calories as a part of understanding how to create a healthy diet • To understand the characteristics and risks of a poor diet (impact on body) and other behaviours • To plan and prepare a healthy meal or snack	• To understand food labels and calories as a part of understanding how to create a healthy diet • To understand the characteristics and risks of a poor diet (impact on body) and other behaviours • To plan and prepare a healthy meal or snack

Drugs, alcohol and tobacco

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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• To understand about harmful substances around the home and why they should stay away from them		• To understand why and how smoking tobacco is dangerous to their health	• To understand how and why alcohol abuse is dangerous to their health and safety	• To begin to understand about illegal and legal drugs – why they are dangerous to their health and safety

Health and prevention

- 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're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To begin to understand about personal hygiene – handwashing • To understand about safe and unsafe exposure to the sun and how to take care of their skin • To begin to understand about the importance of good dental hygiene	• To understand about the importance of good personal hygiene (whole body) • To understand about safe and unsafe exposure to the sun and how to take care of their skin	• To understand about the importance of good dental hygiene • To begin to understand the importance of good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	• To begin to understand how to recognise the early signs of illness and what to do about it • To understand the facts and science relating to immunisation and vaccination	• To begin to understand the importance of good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • To understand how to have good personal hygiene and about germs including bacteria and viruses – how they're spread and treated	• To understand the connection between good personal hygiene and physical health (related to puberty) • To understand the facts and science relating to immunisation and vaccination

Basic first aid

- 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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• To understand what to do when someone is unwell – calling for help	• To understand what to do with common first aid injuries and who to call if someone else is unwell	• To understand how to make a clear and efficient call to emergency services if necessary (including when is necessary)	• To begin to understand how to deal with common injuries including head injuries	• To understand how to make a clear and efficient call to emergency services (999 and 111) if necessary	• To understand how to deal with common injuries including head injuries and know when and who to call for help

| | | | | (including when is necessary) | |

Changing adolescent bodies

- 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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				• To understand the physical and emotional changes associated with puberty and the changing body • To understand the key facts about the menstrual cycle and how to manage it	As year 5 if necessary