



Relationships and Health Education policy

Date of Policy:	September 2023
Date of Next Review:	April 2024
Review Cycle:	Annual
Signature (Chair of Governors):	Lisa Charlton
Date Ratified by Governing Body:	

Contents

1. Aims.....	3
2. Statutory requirements	3
3. Policy development.....	4
4. Definition.....	4
5. Curriculum	4
6. Delivery of RHE	5
7. Roles and responsibilities	6
8. Parents' right to withdraw	7
9. Training.....	7
10. Monitoring arrangements.....	7
Appendix 1: Curriculum map	8
Appendix 2: By the end of primary school pupils should know	9

1. Aims

The aims of Relationships and Health Education (RHE) at our school are to:

- Prepare pupils for adult life through gaining of knowledge that will enable them to make informed decisions about their wellbeing, health and relationships
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach pupils how to keep themselves safe online both mentally, emotionally and physically

Our school values are also embedded within the RHE curriculum:

- Kindness - be kind to ourselves and each other, always
- Aspiration - set high standards and persevere to achieve excellence
- Respect - for ourselves, each other, our local and global environment
- Responsibility - take responsibility for our actions, be a responsible person
- Honesty – tell the truth and learn from the mistakes we make

2. Statutory requirements

As a maintained primary school we must provide Relationships Education and Health 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 (RSE) but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Mill Rythe Junior School, we have chosen not to teach RSE as we feel the Relationships and Health Education policy equips pupils with the knowledge they need about their changing bodies and puberty. We will set out in this policy how we will support parents with any questions posed by their children which fall outside of our curriculum and will review annually whether we need to develop a Sex Education curriculum and policy depending on the needs of each cohort of children in the school.

The Government recommends that all Primary Schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Within this recommendation, the programme should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of human life cycle set out in the national curriculum for science – how a baby is conceived and born. At Mill Rythe Junior school, we will not be teaching this recommendation as it is not statutory however will respond to the needs of pupils and consultation with parents and adapt this where necessary in the future.

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 pulled together all relevant information including relevant national and local guidance. We revised our Relationships and Health curriculum and rewrote it to ensure it covers the new statutory objectives.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – the policy was shared with parents and carers and they were given the opportunity to ask questions about the curriculum content
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships and Health education (RHE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity, personal identity and keeping safe. Health education also includes physical health and mental wellbeing.

Relationships Education focuses on the building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and adults.

Health Education is the physical health and mental wellbeing of pupils.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health and sexuality. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. At Mill Rythe Junior School we will not be teaching RSE in our curriculum as it is not statutory for primary schools in England

5. Curriculum

Our curriculum is set out as per Appendix 1 but may be adapted as and when necessary. It is based on the statutory objectives set out in Appendix 2.

Our curriculum is based on the statutory guidance in the Relationships Education, Relationships and Sex Education (RSE) and Health Education document, 2019 and the PSHE Association Programme of Study for PSHE Education, 2020.

The curriculum that has been developed is a knowledge-based curriculum with a progression in knowledge document that allows pupils to build on and develop their knowledge and understanding of Relationships and Health Education over their years at Junior school.

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. At the end of Year 6, the school will support parents in talking to their children about any Sex Education that may fall outside of our RHE curriculum and how this links with any statutory content taught in school.

Previously, the following objectives would have been taught as part of our Sex Education curriculum and now will be taught as part of the statutory RHE curriculum:

- Preparing boys and girls for the changes that adolescence brings (puberty and the menstrual cycle)

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHE

In Years 3 to 6, RHE is taught as a discreet subject and replaces PSHE however it is closely linked to a whole school approach that recognises the importance of children's views and contributions to the life of Mill Rythe Junior School. The whole school approach to the development of pupil's knowledge, skills and understanding can be seen through whole school assemblies and the Trickbox programme as well as the Relationships and Health curriculum.

Online Safety and Relationships is an RHE and computer unit combined which is taught in every year in the school.

The biological aspects of RSE are taught within the science curriculum and through some elements of the RHE curriculum under health and wellbeing.

The new Relationships and Health curriculum is taught in half termly units of work, across all terms and all year groups. Objectives have been grouped into small units of work and are progressive through the school as captured in our progression in knowledge document.

Where possible, Relationships and Health lessons are taught by the class teacher so that pupils feel most comfortable when learning and talking about sensitive issues. All teachers in the school will be supported to deliver RHE effectively through staff training sessions lead by the RHE lead.

Relationships and Health lessons will often involve some circle time activities as a mechanism for discussion to address many issues but especially those of a sensitive nature.

SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout the scheme of work and plans. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people the world.

At Mill Rythe Junior School, our RHE curriculum 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
- Changes to our body and puberty

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, LGBTQ+ 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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

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 Education and Health Education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE however as a school we will not be teaching this curriculum so this is not relevant.

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.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHE.

10. Monitoring arrangements

The delivery of RHE is monitored by the RHE leader supported by the Deputy Head Teacher

- Discussions with staff
- Dedicated staff meeting time to ensure a consistent approach to the delivery of RHE content
- Book scrutinies
- Pupil Conferencing
- Learning Walks/drop ins/lesson observations
- Pupil Questionnaires

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

This policy will be reviewed by the RHE Leader annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and Health education curriculum map

Resources we use:

- PSHE Association curriculum which ensure the statutory objectives are covered.
- Lesson aids and activities from Twinkl teaching website.
- The Christopher Winter Project resources for lessons on puberty and the menstrual cycle
- Resources made by RHE and Curriculum lead

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Families and people who care for us	Online Safety and Relationships	Keeping Safe	Respectful Relationships and keeping safe	Mental Wellbeing	Healthy Lifestyles (linked to DT and science)
Year 4	Caring Friendships	Online Safety and Relationships	Healthy Lifestyles	Respectful Relationships and keeping safe	Growing and Changing – puberty	Living in the Wider World – Looking after our world
Year 5	Families and people who care for us	Online Safety and Relationships	Healthy Lifestyle	Respectful Relationships and being safe	Mental Health and Wellbeing	Keeping Safe
Year 6	Caring Friendships	Online Safety and Relationships	Healthy Lifestyles	Respectful Relationships and being safe	Growing and Changing – puberty	Living in the Wider World – Money matters

Appendix 2: By the end of primary school pupils should know

RELATIONSHIPS EDUCATION

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Topic	Pupils should know
Mental wellbeing	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.



Mill Rythe
JUNIOR SCHOOL

