

Policy for Relationships and Health Education

Policy Formation and Consultation

This policy for Relationships and Health Education (RHE) has been written in consultation with Senior Leaders and Governors. It will be kept under review by and updated when necessary.

Relationships and Health Education is now statutory in all primary schools, as per the Department for Education (DfE) guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020).

Definition of Relationship and Health Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Health Education aims to provide children with the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Aims

The aim of the Relationships and Health Education policy is to clarify the content and the manner in which it is delivered in this school. Relationships and Health Education will follow the requirements of the new guidance and will be firmly rooted within the framework National Curriculum. We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. The RHE curriculum is designed to equip children with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people is complex and ever changing. We aim to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of our pupils.

Delivery

RHE is delivered alongside Personal Social Health Education (PSHE) in a combined curriculum, as suggested by the DfE. This is timetabled for half an hour a week as RHE/PSHE in Years 3,4 and 5 and an hour a week in Y6. Additional time for RHE is timetabled in during each of the half termly Citizenship Days. As a school we have chosen not to teach the non-statutory Sex Education part of RHE.

We use the Discovery Education Scheme of work and complement this with some PSHE content from Twinkl. See Appendix for the overview document for details of the themes and when they are taught. RHE/PSHE lessons are taught weekly in all Year groups.

RHE is also taught in other National Curriculum subjects such as computing, science and PE. It is also taught on a whole school level via assemblies, extra-curricular visits and visitor workshops.

Through learning experiences we aim to:

- Adopt a whole school approach to Relationships and Health Education which fits the ethos of our school
- Provide a framework in which sensitive discussions can take place
- Deliver carefully and sensitively planned RHE lessons, carefully considering the makeup of our student body
- Ensure content is accessible to all pupils, putting in additional support when appropriate.
- Nurture a partnership between caring adults – governors, staff and parents
- Promote the spiritual, moral, cultural, mental, physical and social development of pupils in school and within the wider community
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Create a positive culture around issues of diversity
- Ensure we comply with relevant requirements of the Equality Act 2010.

The school will work towards these aims in partnership with its staff, children, Governors and parents.

Ground rules are established as well as an expectation for behaviour and responses, especially when teaching about sensitive issues that may invoke personal or emotional responses. The rules also help support our Golden Rules and behaviour policy. Age-appropriate ground rules are developed with all year groups and are revised regularly to ensure they are still relevant. Vulnerable pupils will be considered when teaching about particular issues such as family relationships, personal boundaries and unhealthy lifestyle habits. Sensitivity is important: even if we are not aware of any personal experiences within the class, we always work on the basis that there will be at least one pupil there who may have been affected by a particular issue. Staff also model positive behaviour and a non-judgemental attitude when teaching about topics such as family relationships or lifestyle choices.

We will teach periods to pupils in Year 5. In Year 6 children will learn about physical and mental changes during puberty. For both these topics we will teach these lessons in single gender groups.

Safeguarding

Messages about identifying and speaking to trusted adults, both in and out of school, are provided in lessons from Year 3. These messages are emphasised throughout the RHE curriculum. If a pupil asks a question, uses language or behaves in a way that raises concern, including discussion or behaviour, it will be raised with our Designated Safeguarding Lead in line with the William Austin Safeguarding policy.

Resources

Discovery Education Health and Relationships covers the statutory requirements for teaching primary RHE. It contains lessons for teaching all aspects of the guidelines. At William Austin, we believe the programme develops skills and knowledge in a values-based context which enables our school to convey and enhance our values, learning and behaviour, supporting our whole-school ethos and approach to developing pupil wellbeing. In our lessons we use lesson plans, resources and child-led Video created by Discovery Education.

SEND

RHE must be accessible for all pupils. This is particularly important when planning teaching for SEND pupils. At William Austin Junior School we ensure that teaching is high quality as well as differentiated and personalised. We understand that some pupils are more vulnerable to bullying and other issues due to the nature of their SEND. We note also that RHE is extremely important for some pupils, especially those with Social, Emotional and Mental Health needs. As well as sensitive and age-appropriate we also take into consideration that lessons must be developmentally appropriate.

Monitoring and Evaluation

On a whole school level, SMT and subject leaders will monitor progress via:

- Learning walks
- Planning and book scrutiny
- Discussion with teachers
- Discussion with pupils

In the classroom, whilst there is no formal examined assessment for RHE, there are some areas to consider when strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, observations, written assignments or self-evaluations, to capture progress. Every lesson plan contains learning objectives and outcomes against which pupils' progress in learning and skills development can be measured. The activities within the lesson plan are designed to meet the learning objectives, and give teachers an opportunity to evidence progress and achievement of the learning outcomes.

Working with Parents/Carers and the wider community

We strive to build good relationships and work closely with parents when planning and delivering RHE and used our consultation with parents to help inform our plans. We understand the importance of reaching out to parents and have implemented a range of approaches to do this. Each September we will contact the new Y3 parents, share with them the Y3 overview which is on the website and ask for any feedback. In addition to this, parents have the opportunity to meet with Y3 class teachers at our Y3 coffee mornings in September, and also at our Autumn term

open evening to discuss the curriculum. School will notify all parents when sensitive topics are about to be taught. This will help parents support discussions at home.

Importantly, we communicate effectively the guidance from the DfE: parents do **not** have a right to withdraw their child from Relationships and Health Education. This is because of the following reasons

RHE:

- Helps to keep pupils safe.
- Gives pupils information and skills to make healthy choices.
- Promotes tolerance and respect for others.
- Prepares pupils for the changes of puberty.
- Develops the skills to form and maintain healthy relationships.
- Gives pupils information on who can help if pupils are not feeling safe.
- Evidence shows that it safeguards pupils.

Review date/who approves/update

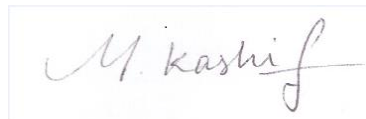
This policy will be monitored and reviewed by the RHE/PSHE co-ordinator on an annual basis.

Policy updated: September 2023

Staff responsible: Jo Adams

This policy was ratified by the Governing body on: 13th December 2023

Signed on behalf of the Governing Body:



(signature)

M. Kashif - Chair of Governors (printed)

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Healthy & Happy Friendships	Healthy & Happy Friendships	Healthy & Happy Friendships	Healthy & Happy Friendships
	Citizenship day – Mutual Respect	Citizenship day - Mutual Respect	Citizenship day - Mutual Respect	Citizenship day - Mutual Respect
	1. Friendship qualities	1. Friendship Values	1. Identity	1. Personal safety and risk
	2. Listening	2. Responsibilities we share	2. Respecting different identities	2. Safe choices
	3. Understanding personal boundaries	3. Difficult situations	3. Recognising peer pressure	3. Changing friendships
	4. Respecting boundaries	4. Communication	4. Healthy friendships	4. Friendship Values
	5. Resilience	5. Boundaries	5. Managing stress	5. Our emotions
	6. Helping others	6. Personal boundaries	6. Managing anxiety	6. Respecting others emotions
	Democracy – in year group assembly.	Democracy – in year group assembly.	Democracy – in year group assembly.	Democracy – in year group assembly.
Autumn 2	Similarities & Differences	Similarities & Differences	Similarities & Differences	Similarities & Differences
	Citizenship day - Tolerance	Citizenship day - Tolerance	Citizenship day - Tolerance	Citizenship day - Tolerance
	1. Similarities & differences	1. Stereotypes	1. Strengths and weaknesses	1. Online identity
	2. Showing respect	2. Being British	2. Differing achievements	2. Safety online
	3. Community	3. Feeling judged	3. Realistic goals	3. Cyber bullying
	4. School community	4. Respecting others	4. Positive mindset	4. Communicating online
	5. Recognising feelings	5. Diverse opinions	5. Online safety	5. Diversity in relationships
	6. Valuing others	6. Respect in society	6. How to seek support	6. Challenging stereotypes
	Harmony – in year groups assembly.	Harmony – in year groups assembly.	Harmony – in year groups assembly.	Harmony – in year groups assembly.
Spring 1	Families & Committed Relationships	Families & Committed Relationships	Healthy Bodies and Minds	Caring and responsibility
	Citizenship day - Perseverance	Citizenship day - Perseverance	Citizenship day - Perseverance	Citizenship day - Perseverance
	1. Positive relationships	1. Different relationships	1. Types of bullying	1. Global citizens, Climate change
	2. Healthy and unhealthy relationships	2. Boundaries and behaviour	2. Where to seek help	2. Global warming
	3. Changes in families	3. Belonging to different groups	3. Importance of an active lifestyle	3. Energy
	4. Values and families	4. Happy families	4. Risks of inactive lifestyle	4. Role models
	5. Separation and divorce	5. Rules	5. First Aid	5. Biodiversity
	6. Importance of commitment	6. Caring and fairness	6. First Aid	6. In our hands
	Forgiveness - in year groups assembly.	Forgiveness - in year groups assembly.	Forgiveness – covered in lesson 1.	Forgiveness - in year groups assembly.

	Year 3	Year 4	Year 5	Year 6
Spring 2	Caring and responsibility	Caring and responsibility	Caring and responsibility	Caring and responsibility
	Citizenship day - Honesty	Citizenship day - Honesty	Citizenship day - Honesty	Citizenship day - Honesty
	1. Responsibility	1. Our rights	1. Changing needs	1. Know your rights
	2. Acting responsibly	2. Our responsibilities	2. Giving care	2. Do Human rights apply to everyone?
	3. Personal space	3.UN convention rights of the child	3. Loneliness	3. Are everyone rights met?
	4. Managing personal space	4. Importance of rights	4. Supporting the lonely	4. Respecting rights
	5. Caring for others	5.Local Government	5. Benefits of Volunteering	5. Do human rights change?
6. Empathy	6. National Government	6. Volunteering and the community	6 Human rights heroes.	
	Kindness – in year group assembly.	Kindness – in year group assembly.	Kindness – in year group assembly.	Kindness – in year group assembly.
Summer 1	Healthy Bodies & Minds	Healthy Bodies & Minds	Healthy Bodies & Minds	Healthy Bodies & Minds
	Citizenship day - Responsibility	Citizenship day - Responsibility	Citizenship day - Responsibility	Citizenship day - Responsibility
	1. Importance of sleep	1. New responsibilities	1. How we see ourselves	1. Self-respect
	2. Good quality sleep	2. Risk, hazards,	2. Self-image and respect	2. Positive mental health
	3. Food groups	3. Environmental dangers inc. Sun damage	3. Facts - harmful substances	3. Social media and mental health
	4. Healthy diet	4. Road safety	4. Impact of harmful substances	4. Protecting mental health online
	5. Germs	5. Healthy influences	5. Bacteria and viruses	5. Coping with ill mental health
6. Good hygiene	6. Dealing with feelings	6. Immunisation	6. Identifying sources of help	
	Individual Liberty – in year group assembly.	Individual Liberty – in year group assembly.	Individual Liberty – in year group assembly.	Individual Liberty – in year group assembly.
Summer 2	Coping with changes	Caring and responsibility	Coping with changes	Coping with changes
	Citizenship day - The Rule of Law	Citizenship day - The Rule of Law	Citizenship day - The Rule of Law	Citizenship day - The Rule of Law
	1. Changes in our lives	1. Where does money come from?	1. External influences on body image	1. Bodily changes over time
	2. Coping with changes	2. Ways to pay	2. Celebrating us	2. Puberty physical and mental changes boys/girls
	3. Showing empathy	3. Lending and Borrowing	3. Periods	3. Puberty physical and mental changes boys/girls
	4. Speaking to others	4. Prioritising wants and needs	4. Q and A	4. Hygiene
	5. Happiness	5. Advertising	5. Resolving relationship issues	5. Emotional changes / Q and A
6. Asking for help	6. Keeping Track	6.Change and moving on	6. Reflection – Year 6	

Health and Wellbeing: Healthy bodies and minds, Changes

Relationships: Happy healthy friendships, Families and Committed relationships

Living in the Wider World: Similarities and differences, Caring and responsibilities