



Relationships Education, Relationships Sex Education (RSE) and Health Education Policy

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1. Introduction and statutory guidance

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2021. The policy has been produced in partnership with Hamwic Education Trust.

The statutory guidance used to inform this policy is listed below

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is of similar breadth and depth to the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Henbury View First School we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

2. Definitions and key areas of teaching

Relationship Education – Primary

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics. This does not prevent church schools from teaching about a faith perspective regarding relationships as part of the wider teaching.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including area such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of...

- Resilient
- Reflective
- Responsibility
- Reciprocal
- Resourceful

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2021 (see appendix 1), under the broad headings of

- Families and people who care for me
- Caring friendships



- Respectful relationships
- Online relationships
- Being safe

3. The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Henbury View First School school, children will be taught about puberty as set out in the expectations of the science National Curriculum. In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, and reproduction in some plants and animals.

As a consequence, parents do not have the right to withdraw children from these scientific lessons.

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible.

When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class or individual. Children will be given the opportunity to write anonymous questions submitted via a question box
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, questions will be answered in front of all pupils via the question box.
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

4. Health and wellbeing

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age-appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2021 (see appendix 2), under the broad headings of

- General wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health protection and prevention
- Personal safety
- Basic first aid



- Developing bodies

5. Relationships and health curriculum delivery-primary

Relationships and Health Education (RHE) is taught through weekly lessons linked to the Jigsaw personal, social and health education programme and links with the whole school assembly programme. An overview of the broad topics covered and the linked Relationship and Health objectives can be found in appendix 3.

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum. A number of aspects of the RHE link closely to science, computing, PE and DT. Where this is the case, messages will be reinforced within these subjects (appendix 4).

The 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).

We are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible.

In Dorset, depression and suicide figures remain above national averages for England, reflecting a growing problem of mental health for people of all ages. Whilst crime rates in Dorset are lower than national placing 7th in the county statistics, we know that in 2022 violence towards others and sexual offenses accounted for a high proportion of crimes committed. The impact of these crimes on families and young people is significant. The council will be concluding their 2020-2023 well-being and mental health strategy at the end of the year.

6. Roles and responsibilities

The local governing committee

The local governing committee will consult parents, suggest amendments to the headteacher and approve the RHE policy. They will hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).

The Headteacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).



Staff

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance with their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE and Health Education

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. The leader for RHE at Henbury View First School is Rose Nicholl.

Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

7. Training

Staff are trained on the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

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

8. Monitoring of RHE

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- Planning scrutiny
- Lesson observation
- Analysis of pupils' work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate
- Sampling of pupils' end of year reports

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

This policy will be reviewed annually and will require approval by the local governing committee.



APPENDIX 1 – Expectations for Relationships Education – By the end of Primary

Families and people who care for me	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. 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. 3. 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. 3. 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. 4. that marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 5. 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	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it. 3. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 4. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 5. 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. 6. 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	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. 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. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.

	<p>5. 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.</p> <p>6. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>7. the importance of respecting boundaries, including understanding permission-seeking and giving in relationships with friends, peers and adults.</p>
Online relationships	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. that people sometimes behave differently online, and that this can lead to dangerous situations. For example, someone pretending to be someone they are not, or an adult presenting as a child, to get another person to do something for them that they don't want to do or shouldn't do. 2. that children should be respectful in online interactions, and the same principles apply to online relationships as to face-to-face relationships, including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online, including the risks of sending images and information (without discussing details of sexual imagery). 6. about online risks, including that any material someone provides to another has the potential to be circulated online and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 7. that there is a minimum age for joining social media sites (normally age 13) in part to protect children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 8. the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. This should be covered without discussing details of sexual imagery. 9. who to go to for advice and support when they feel worried or concerned about something they have seen or engaged with online. Pupils should understand what they should do if they see something online that makes them feel worried. <p>Pornography should not be referenced in primary education.</p>
Being safe	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources and so on. 2. about the concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

	<p>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</p> <p>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>8. where to get advice e.g. family, school and/or other sources.</p>
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APPENDIX 2 – Expectations of Health Education -By the end of Primary Education

General Wellbeing	<p>Pupils should understand</p> <ol style="list-style-type: none"> 1. the benefits of physical exercise, time outdoors, and helping others for wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and hobbies, interests and community participation. 2. the importance of promoting general wellbeing and physical health. 3. the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal and affect everyone at different times and are not in themselves a sign of a mental health condition. 4. how to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. that isolation and loneliness can affect children, and the benefits of seeking support. 7. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 8. that change and loss, including bereavement, can provoke a range of feelings; that grief is a natural response to bereavement, and everyone grieves differently. 9. where and how to seek support (including recognising the triggers for seeking support), including who 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). 10. that it is common to experience mental health problems, and early support can help resolve problems.
Healthy eating	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. 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, tobacco and vaping	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.
Health protection and prevention	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for health and the impact of poor sleep on weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and inter-dental cleaning, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. the facts and science relating to allergies, immunisation and vaccination
Personal safety	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. how to recognise risk and keep safe around roads, railways and water, including the water safety code.
Basic First Aid	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	<p>This should not be taught before year 4.</p> <p>Pupils should know:</p> <ol style="list-style-type: none"> 1. about growth, change and the changing adolescent body, this topic should include the human lifecycle. Puberty should be mentioned as a stage in this process. 2. the key facts about the menstrual cycle, including physical and emotional changes.



APPENDIX 3 – RHE curriculum overview

	Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Targets and Objectives	<u>Physical Development: Health and Self-Care</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	<ul style="list-style-type: none"> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private 	<ul style="list-style-type: none"> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl 	<ul style="list-style-type: none"> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they group up I recognise how I feel about these changes happening to me and know how to cope with these feelings 	<ul style="list-style-type: none"> I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this
Vocabulary	Body parts (eye, ear, knee, fingers, foot, mouth, nose, stomach, arm, toe, chest, hand, leg), baby, adult, grow	Life cycle, animal, human, changes, penis, testicles, vagina, anus, respect, private, coping, anxious	Nature, control, independent, responsibilities	Conception, develop, mother, uterus	Egg, sperm, internal, external, menstruation (periods)
British Values	Individual Liberty, Mutual Respect, Tolerance	Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Individual Liberty, Mutual Respect, Tolerance	Democracy, Individual Liberty, Mutual Respect, Tolerance
SMSC	Social, Moral, Spiritual, Cultural	Moral, Spiritual, Cultural	Moral, Spiritual, Cultural	Social, Moral, Spiritual, Cultural	Social, Spiritual, Cultural
UNCRC Articles	12, 13, 14, 16, 24, 28, 29	12, 13, 14, 16, 24, 28, 29, 34	12, 13, 14, 16, 24, 28, 29, 34	12, 13, 14, 16, 24, 28, 29, 30, 34	12, 13, 14, 16, 24, 28, 29, 34
Knowledge	<ul style="list-style-type: none"> I know and can name parts of the body I understand that we all grow from babies to adults 	<ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and this is ok I understand that every time I learn something new, I change a little bit I know some ways to cope with changes 	<ul style="list-style-type: none"> I understand there are different types of touch and can tell you which ones I like and don't like 	<ul style="list-style-type: none"> I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby I understand how babies grow and develop in the mother's uterus 	<ul style="list-style-type: none"> I understand that some of personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
Skills	<ul style="list-style-type: none"> I can tell you some things I can do and foods I can eat to be healthy I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 	<ul style="list-style-type: none"> I can tell you some things about me that have changed and some things about me that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that make boys different to 	<ul style="list-style-type: none"> I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise the physical 	<ul style="list-style-type: none"> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up 	<ul style="list-style-type: none"> I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I can describe how a girl's body changes in order for her to be able to have babies when she is



		girls and can use the correct names for these: penis, testicles, vagina <ul style="list-style-type: none"> • I respect my body and understand which parts are private • I can tell you about changes that have happened in my life 	differences between boys and girls and use the correct names for the part of the body (penis, testicles, vagina, vulva and anus) and appreciate that some parts of my body are private	<ul style="list-style-type: none"> • I can start to recognise stereotypical ideas I might have about parenting and family roles 	an adult and that menstruation (periods) is a natural part of this <ul style="list-style-type: none"> • I can identify changes that have been and may continue to be outside of my control that I learnt to accept
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