



Relationships and Health Education

Personal Health champion: Sarah Orgill
2024-25

This policy should be read in conjunction with:

Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019; Department for Education statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams and teachers, DfE (2013) Science programmes of study: key stages 1 and 2, SEND code of practice 0-25 years.

It operates in conjunction with the following federation policies:

- Child Protection and Safeguarding
- Online Safety
- Behaviour for learning and caring
- Inclusion and Equal Opportunities
- GDPR

The Mease Federation – Mary Howard and St Andrews's – are both Unicef Right Respecting Schools. The United Nation Convention on the Rights of The Child is central to the values and ethos of both schools and links clearly to this policy:

Article 16 – Children have a right to privacy

Article 17 – Children have a right to reliable information from a variety of sources

Article 19 – Children have a right to protection from abuse and neglect

Article 24 – Children have a right to the best possible health and education on health and well-being

Article 28 – Children have a right to an education

Article 39 - Children who have experienced neglect or abuse have the right to receive special support to help them recover their health, dignity and self-respect

The Mease is a union of two, small, rural Primary schools in villages that lie on the River Mease. **Mary Howard CE Primary School** and **St. Andrew's CE Primary School** are both church schools that are connected not only by the river, but by the ambition they both hold for all the children. They are also part of TSSMAT.

MOTTO

The Mease motto is **Grow and Flourish**. Our children and staff are nurtured and enabled to grow and flourish through teaching and care throughout the federation.

VISION

The parable of the mustard seed (Matthew 13: 31-32) inspires us that even from very small beginnings, something amazing can grow. At The Mease, we are aspirational for the future of all our pupils and adults, in that they will learn how to '**grow and flourish**' as healthy and fulfilled individuals who are passionate about life and learning.

VALUES

The Mease has a strong commitment to Christian and human Values that underpin our decisions and drive the curriculum, teaching, collective worship and wider opportunities we provide. We are fully inclusive as we are here for 'all faiths and none' and our vision is to ensure that every child in our care experiences life in all its fullness, underpinned by Christian values and teachings.

Our core values work together in harmony to achieve our overarching value, koinonia. They are fundamental to the Mease Way and support our vision.

Koinonia

Wisdom-Love-Perseverance

Introduction

At The Mease, we offer age appropriate and coherent Relationships, Health and Sex Education that reflects the school's Christian vision and supports pupils to form healthy relationships. One of the aims of this policy is to be successful in preventing, rather than just reacting, to incidents of prejudicial behaviour. In doing so our hope is to create a culture where pupils whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion or sexual orientation are comfortable as the person God made them to be.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop

Grow and Flourish

the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our **Science, RE, PE, Computing and Online safety** and **Personal, Social, Health and Economic Education (PSHE)** curriculums for pupils in our schools. It is particularly embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society.

Through all aspects of the RHE curriculum we promote **spiritual, moral, social and cultural education**, whilst considering the **mental and physical development** of pupils at school. We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

From Summer 2021 it is a legal requirement to teach **Relationships and Health Education** at primary school and it is compulsory for all Primary school pupils so parents and carers do not have a legal right to withdraw their child(ren) from teaching on these subjects.

Relationships Education

The focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school.

Teaching about families requires sensitive and well-judged teaching based on a culture of mutual respect and a sound knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other

structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

We teach our pupils to show respect for difference and staff at the federation will always challenge any prejudicial behaviour and language.

By the end of primary school:

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| <p>Families and people who care for me</p> | <p>Pupils should know</p> <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. |
| <p>Caring friendships</p> | <p>Pupils should know</p> <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 situation and how to seek help or advice from others, if needed. |
| <p>Respectful relationships</p> | <p>Pupils should know</p> |

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| | <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. |
| <p>Online relationships</p> | <p>Pupils should know</p> <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. |
| <p>Being safe</p> | <p>Pupils should know</p> <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. |

Physical health and mental wellbeing education

Teachers will be clear that mental wellbeing is a normal part of daily life, in the same way as physical health and will ensure early identification and support for issues connected to mental health and wellbeing.

Pupils will be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and given the language and knowledge to understand the normal range of emotions that everyone experiences. This will enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

By the end of primary school:

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| <p>Mental wellbeing</p> | <p>Pupils should know</p> <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. |
| <p>Internet safety and harms</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. |

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| | <ul style="list-style-type: none"> • 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 |
| <p>Physical health and fitness</p> | <p>Pupils should know</p> <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. |
| <p>Healthy eating</p> | <p>Pupils should know</p> <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). |
| <p>Drugs, alcohol and tobacco</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| <p>Health and prevention</p> | <p>Pupils should know</p> <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. |

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| | <ul style="list-style-type: none"> • 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 | <p>Pupils should know:</p> <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 | <p>Pupils should know:</p> <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. |

Sex education

Although not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

The federation believes that in order to further the aims and objectives of what the pupils should know (outlined above) it is necessary to provide children with sex education lessons in addition to the lessons that are mandatory under the national curriculum for science. The school's sex education programme will include teaching Year 5 and 6 girls about Menstruation in the Autumn term and teaching Year 6 pupils about changes to their bodies during puberty.

Curriculum resources

Relationships and Health education will be taught each week by Class Teachers as part of the PSHE curriculum. Staff will have access to a variety of resources to plan and provide an engaging curriculum which links to the statutory objectives. This will include:

- **Kapow Primary RHE and PSHE** www.kapowprimary.com
- **NSPCC Pants and Speak Out, Stay Safe**
- **PSHE Association Programme of study and resources**
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Our main scheme of work is a Kapow Primary curriculum.

Children with special educational needs

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

Answering Difficult Questions

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the schools implement a robust Behaviour for Learning and Caring policy as well as a Child protection and Safeguarding policy. Teachers will create a safe environment and establish ground rules with the pupils prior to a lesson such as:

- No one will be forced to take part in a discussion or share personal experiences and situations.
- Clear parameters of what is appropriate and inappropriate in a whole class setting.
- The meaning of words will be explained in a sensible and factual way.
- The children will learn the correct names for body parts.

Teachers will avoid embarrassment and protect privacy by depersonalising discussions and using role play, characters in videos, books or invented characters to help pupils discuss sensitive issues. They will be prepared to be able to deal with unexpected questions or comments that may arise. If a pupil asks a difficult question during a whole class session, staff will be expected to answer honestly and factually, and in an age-appropriate manner. Pupils' questions will be answered according to their level of maturity and understanding, with support from parents and carers.

Any personal beliefs and attitudes of staff will not influence the delivery of this teaching and responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or Designated Safeguarding Lead (DSL), depending on the concern and if a question raises concerns about sexual abuse, child protection procedures will be followed.

Working with parents and carers

The Mease has established a strong working partnership with parents and carers through consultation and support. The schools recognise that parents and carers are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents and carers in this role.

On an annual basis parents and carers will be specifically informed by letter about the discrete lessons on sex education in Class 3 (Year 5 and Year 6) and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place. Support will be offered to parents / carers who request it to help them talk to their children about relationships, sex or health and the school nurse team can also provide leaflets.

Right to withdraw

Parents and carers have a **right to withdraw their child from sex education lesson(s)** but **not from Relationships and Health Education lessons**. This is because all pupils must be taught the aspects of sex education outlined in the primary science curriculum which includes:

- Teaching about the main external parts of the human body
- How the human body changes as it grows from birth to old age, including puberty
- The reproductive process in some plants and animals

When pupils are taught about the ten protected characteristics (sex, race, disability, religion/belief, gender reassignment, marriage/civil partnership, pregnancy/maternity, sexual orientation and age) we will ensure that this content is fully integrated into the relationships, sex and health curriculum.

If a parent wishes to withdraw their child from sex education lessons they must contact the Executive Headteacher, in the first instance. When a request is received, a meeting or telephone conversation will be arranged with the parents and carers to:

- discuss the background to their request
- offer assurances about the Federation's approach
- set out the benefits of pupils accessing sex education in school

Records of discussions will be retained by the school.

Monitoring and evaluation

This policy will be managed by our **Personal Health Champion – Sarah Orgill** - who will be responsible to ensure that the programme is evaluated and impact reported to the governing board.

Parents and carers will be consulted when this Relationship and Health Education Policy is reviewed.

The policy will be reviewed annually.

Dissemination of the policy

- A summary of this policy will appear on the federation website and will be sign posted to parents and carers through the school newsletters.
- Parents and carers will be supplied with a fully copy on request.
- The policy will be communicated to all staff and governors.

Ratified by

Name:

Date:



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Mary Howard St. Andrew's

Review date: September 2025

Relationships and Health Education Policy

Grow and Flourish