



RELATIONSHIPS AND HEALTH EDUCATION POLICY

Headteacher:

Ms. V. May

Chair of Governors:

Ms A-M Devlin



Reckleford School Relationships & Health Education (RHE)



From Autumn 2020, it is a statutory requirement that all primary age children will be taught Relationships and Health Education. At Reckleford Infant School, this will be included within our carefully planned PSHE curriculum and will take account of the children's ages and the wider curriculum at our school.

Rationale and ethos

Where every child feels safe and inspired to learn and find out what their best can be - now and in the future.' (School & Nursery ethos),

We are a UNICEF 'Rights & Respecting School and we follow and teach the UN CONVENTION ON THE RIGHTS OF A CHILD. This policy adheres particularly to:

Article 31 – Every child has the right to be safe

Article 15 – Every child has the right to make friends

Article 12 & 13 – Every child has the right to express their views, feelings and wishes & must be free to do so

Article 24 – Every child has the right to the best possible health

We ensure RHE teaching fosters a broad understanding of equality and that children all have the same rights from birth no matter how different their lives and backgrounds may appear.

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities in their lives. Our RHE curriculum is designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

1. Legal Framework

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For the purpose of this policy, “**relationships education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

2. Development of the Policy

This policy has been developed by working in collaboration with teaching staff and RHE guidance, ensuring representation of the protected characteristics of the Equality Act 2010.

3. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are and all parents are consulted in the development and delivery of this policy.

Parents are provided with the following information via the website:

The content of the relationships and health curriculum

The delivery of the relationships and health curriculum, including what is taught in each year group

The legalities surrounding withdrawing their child from the subjects

The resources that will be used to support the curriculum

The school aims to address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

4. CURRICULUM CONTENT

Relationships and health education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered (Appendix 3).

RELATIONSHIPS EDUCATION

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

KEY TEACHING

The focus in KS1 should be 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.

This starts in KS1 with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be 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 and showing respect.

We will teach the following content:

FAMILIES

- 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 RELATIONSHIPS

- 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 and how to seek help or advice from others, if needed

RESPECTFUL RELATIONSHIPS

- 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

- 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

BEING SAFE

Through Relationships Education, schools should teach pupils the knowledge they need to recognise people who are important and people who are safe. In KS1, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. We use the NSPCC 'pants rule' and teaching resources. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

We will teach:

- 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
- 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 or child
- How to ask for advice or help for themselves or others, and to keep trying until they are heard

These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

HEALTH EDUCATION

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating

We will teach the following content:

MENTAL WELLBEING is a normal part of daily life, in the same way as physical health.

We will teach:

- There are 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.
- The benefits of physical exercise and time outdoors 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, in an age-appropriate way, with an adult and seek support.
- Bullying (including cyberbullying) has a negative impact on mental wellbeing.
- Whom in school they should speak to if they are worried about themselves or someone else

INTERNET SAFETY AND HARMS

For most people the internet is an integral part of life and has many benefits.

We will teach:

- 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.
- Why social media, some computer games and online gaming, for example, are age restricted.
- Where and how to report concerns and get support if something worries them.

We expect and encourage parents to monitor their children's online activities and ensure interactions and games are age appropriate.

PHYSICAL HEALTH AND FITNESS

We will teach:

- 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, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle.

HEALTHY EATING

We will teach:

- What constitutes a healthy diet.
- 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)

HEALTH AND PREVENTION

We will teach:

- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect 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.

BASIC FIRST AID

We will teach:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid,

5. Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, the Science curriculum, Physical Education (PE), Computing and some aspects are included in religious education (RE). It will also be covered in the wider curriculum such as at lunchtimes and playtimes and assemblies.

QUALITY FIRST TEACHING will ensure:

- Core knowledge is reviewed and assessed.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- A variety of teaching methods and resources will be used to provide an engaging curriculum that meets the needs of all pupils.
- Ensure that teachers do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

6. Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the Relationships and Health Education Lead.

All staff members will ensure they are up-to-date with the relationship and health education programme and associated issues.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

8. Equality and Accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it must not unlawfully discriminate against any group or individual.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age.

10. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships and health education or the programme of study as part of the requirements of the science curriculum.

11. Monitoring and review

This policy will be reviewed on an annual basis by the relationships and health education subject lead, Head Teacher and governors.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff and parents via the school website.

Governors will be responsible for monitoring this policy and its impact on the learning of children.

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