

Thomas Hickman School



Relationships and Health Education (RHE) Policy

Adopted by Full Governing Body: April 2021

Governing Body accountable for review: yes

SLT Member accountable for review: Headteacher

Date of last review: April 2021

Date of next review: April 2022

Signed: Date:

Alan Sherwell – Chair of Governors

Thomas Hickman School

Relationships and Health Education (RHE) Policy

1. Vision

At Thomas Hickman School we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development.

2. Aims of the Relationships and Health Education (RHE) Policy

All state funded primary schools are required to teach Health and Relationships Education and to have a Relationships and Health Education policy.

The aim of this policy is to:

- provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships and Health Education
- help parents and carers to understand Health and Relationships Education and support them to work with their child to secure the very best outcomes for all pupils
- demonstrate how the school meets legal requirements with regards to teaching Relationships and Health Education

What we believe about Relationships and Health Education

Relationships and Health education is lifelong learning about ourselves, and includes our emotions, self-esteem, relationships and rights and responsibilities. Difference and diversity must be taken into account when delivering RHE.

RHE is most effective when provided in the wider context of social and emotional development. At Thomas Hickman we deliver it as part of our PSHE Curriculum as well as through our Science curriculum. Both are statutory elements of the national curriculum and parents/carers do not have the right to withdraw their child from these lessons.

Relationship and Health Education must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

Legal Requirements

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019).

To comply with the requirements to have an up to date Relationships policy, developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019).

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relations between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy.

At Thomas Hickman school we teach Sex Education (How babies are made?) in Year 6. As Sex Education is not statutory at primary, we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. (Please see separate Sex Education Policy).

3. Development of the policy

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils. A full consultation on Health, Relationship and Sex Education took place in November 2019. The draft policy was shared with parents/carers on line. This policy is a review.

Our RHE Policy is linked to other policies, for example:

- PSHE Policy
- Sex Education Policy
- Equalities Report
- Child Protection
- Confidentiality
- Managing Behaviour
- Anti-Bullying

Statutory Relationships and Health Education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

4. Definition of Relationships and Health Education

Statutory RHE at THS School is taught through the PSHE curriculum and teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance. (See appendix 1).

Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in wider community in which they live.

Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in both their online and off-line lives and how to report any concerns or abuse and where to access help when needed.

Health Education aims to give your child 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. High quality Health Education will also allow children to identify the physical, emotional and behavioural changes that occur during puberty for both males and females.

5. The Curriculum

Intent

Why teach Relationships and Health Education?

High quality Relationships and Health Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to their own mental wellbeing and the wellbeing of others
- Understand the principles of positive relationships also apply on- line, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go on line with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can could cause them harm
- Recognise intimate physical relationships are for adults
- Know and understand what constitutes as a healthy lifestyle – physical and mental
- Understand the changing adolescent body and the impact it has physically and mentally

Implementation

Relationships and Health Education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE will be taught at an age- appropriate level.

Further details can be found in Appendix 1.

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what, is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect and celebrate difference, promote equality and challenge stigma.

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

How we teach:

- Teaching methods take into account the developmental differences of children.
- There is opportunity for discussion in whole class or small groups.
- Teaching will focus on both boys and girls. Where appropriate, sessions will be taught in single sex groups.
- Each class will establish a set of ground rules that create a safe environment in which no-one feels anxious or embarrassed.

Vocabulary

It was agreed during the parent consultation (13.11.19) the correct, **age-appropriate** vocabulary to be used.

Although familiar terms will be acknowledged we will use the scientific names for body parts.

Inaccurate language can lead to anxieties, misconceptions and confusion so where these occur they will be corrected. Since much colloquial sexual language is demeaning and used inappropriately, this will be discouraged by the teacher using the correct terminology without making the child uncomfortable.

KS1	Upper KS2 (<i>and Year 4 for vocabulary relating only to menstruation for a girls only lesson</i>)	Specifically, Year 6 only
penis vagina	anus bladder breasts cervix fallopian tubes foreskin nipples ovaries pubic hair penis scrotum testicles urethra vagina vulva womb	clitoris

What resources we use to teach

Our Curriculum is based upon the PSHE Association programme of study, approved by the DfE. and follows the thematic Programme Builders teaching model which offers a spiral, theme-based curriculum in which the children build upon prior knowledge taught in previous years. In addition, we use important websites such as Public Health England as well as recommendations from the NHS. Some classes use additional material from Go-Givers.

Who teaches the lessons?

All PSHE and Relationships and Health Education lessons are taught by class teachers.

When are the lessons taught - Lessons in Relationship and Health education form part of the PSHE curriculum and taught in line with the objectives set out in the PSHE Policy where discrete lessons are taught for seven weeks per whole term; PSHE permeates all areas of the curriculum, throughout the school day and beyond.

Our “No Outsiders” values transcend our curriculum, and as a values-based school, children are introduced to a new value each term through whole school assemblies. This may be linked to Relationships education, such as equalities, friendship or respect.

Inclusion and Equal Opportunities

At Thomas Hickman School we teach Health and Relationship education to all children, whatever their ability, needs, cultural or religious beliefs. It is imperative that all children are provided with equal access to the Curriculum. However, if any parent/carer would like to discuss the content/delivery of a particular theme please contact the school where we can discuss any barriers to learning and differentiate accordingly.

We are a “No Outsiders” school and therefore highly value the different background of our pupils. In addressing different views and beliefs we seek to promote tolerance and understanding at all times.

Curriculum information – please see appendix 2 (year by year overview of the PSHE provision)

Managing Difficult Questions

All aspects of RHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information and we aim to avoid this where possible.

Distancing Techniques

In order to protect children’s privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play and videos to enable children to share ideas and opinions and to protect their decision-making skills in a safe learning environment and at an age-appropriate level.

Confidentiality and Safeguarding

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Impact

High quality Relationships Education will enable our pupils to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and visa versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours

Know what to do if there are problems within relationships both on and off-line, how to keep safe.

Health Education (Puberty) statutory	Relationships Education - statutory
<p>Pupils learn about the changing adolescent body. Pupils should know:</p> <ul style="list-style-type: none"> • Key facts about puberty – particularly from age 9 -11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle. <p>e.g Pupils :</p> <ul style="list-style-type: none"> • identify the physical, emotional and behavioural changes that occur during puberty for both males and females • understand that puberty is individual and can occur any time between 8-17 • understand that body changes at puberty are related to becoming an adult • name the male and female reproductive organs (good practice to teach biologically correct terminology but not statutory) <p>NB it is important to note that Sex Education is not part of puberty and is only offered in Year 6 (see separate Sex Education Policy with option to withdraw your child from the lesson on How babies are made?)</p>	<p>Pupils learn about different types of relationships:</p> <ul style="list-style-type: none"> • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe <p>e.g Pupils :</p> <ul style="list-style-type: none"> • recognise the different types of relationships they have in their everyday life • recognise and maintain positive and healthy relationships • recognise when a relationship is unhealthy • understand loving relationships and marriage are for adults and there are different types of relationships • recognise and respect different types of relationships and understand the equalities agenda • know how to keep safe and recognising their bodies belong to them • recognise and report feelings of being unsafe or feeling bad about an adult • how to report concerns or abuse , and have the vocabulary and confidence needed to do so

6 . Roles and Responsibilities

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring RHE is taught consistently across the school.

The PSHE lead is responsible for leading and managing Relationships and Health Education which is part of the Science and PHSE curriculum. Teachers are responsible for delivering RHE in adherence to this policy and curriculum content.

Pupils are expected to fully engage with PSHE, Relationships and Health education provision and treat others with respect.

7. Monitoring, evaluation and training

RHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The RHE policy will be reviewed annually.

8. Working with parents and carers (consulting, informing and supporting)

Consulting and working with parents to support pupils (including parent information evenings) and web page resources / leaflets are available on the school website.

Parents and carers are only entitled to withdraw their child from designated sex education lessons (See separate Sex Education Policy relating to content taught in Year 6). Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

RHE is part of our PSHE Curriculum. Topics covered in each year group will be shared with parents on our school website.

Letters will be sent home in Years 4, 5 and 6 prior to any RHE lesson to remind parents of the topics covered and the dates when these lessons will take place.

Consulting and working with parents to support pupils (including parent information evenings) and web page resources / leaflets are available on the school website. Parents/Carers invited to attend via on-line sharing through Google classroom the lesson content, inviting comments and questions (May 2021).

Parents can receive a copy of this policy on request.

Any complaints about the content or delivery of RHE should be addressed to the Headteacher.

9. Monitoring and Evaluation

The PSHE Lead, the Headteacher and the Governing Body are responsible for monitoring the delivery of RHE.

10. Policy Development, Dissemination and Review Process

This policy will be reviewed by the PSHE Lead in consultation with the Headteacher, SEN coordinator, parent/carers representatives and governor representatives. The views of parents/carers and staff members will be used to inform practice.

Appendices

Appendix 1 DfE descriptors

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Appendix 2 PSHE curriculum overview

Autumn Curriculum

Year group	Autumn		
	Living in the Wider World		
	Rights and Responsibilities	Environment	Money
Year One	Groups and communities we belong to; how to get help; everybody is unique in some ways and the same in others.	Looking after the local environment	Where money comes from; how to use money and keeping it safe.
Year Two	Respecting their own and others' needs; how we are unique but also different; people who work in the community; getting help in an emergency	Looking after the local environment	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved.
Year Three	Rules, laws and safety; Human Rights and the UN declaration on the Rights of the Child; Difference and Diversity	Responsibilities, rights and duties to home, school and the environment; to learn about sustainability	The role of money and its management
Year Four	Human Rights and the UN declaration on the Rights of the Child; Difference and Diversity; Anti-social behaviour; Media	Sustainability of the environment across the world.	Interest and loans
Year Five	Rules and laws; changing rules and laws; Human Rights; respecting diversity	Resource allocation;	Looking after money; interest; loan; debt management of money; tax
Year Six	Rules and laws; changing rules and laws; Human Rights; Resolving and respecting differences; Diversity in the UK	Responsibility	Finance and Critical Consumerism; Enterprise

Spring Curriculum

Year group	Relationships		
	Feelings and emotions	Healthy relationships	Valuing Difference
Year One	Recognising feelings in self and others; sharing feelings.	Teasing and bullying; NSPCC PANTS rule - appropriate and inappropriate touch; secrets	Respecting similarities and differences in others; sharing views and ideas.
Year Two	Special people; bodies and feelings can be hurt	Listening to others and playing cooperatively; NSPCC PANTS rule - appropriate and inappropriate touch; secrets	Respecting similarities and differences in others; sharing views and ideas.
Year Three	Recognising feelings in others; responding to how others are feeling; keeping secrets.	Positive, healthy relationships and friendships; maintaining friendships; NSPCC Pants / Inappropriate and appropriate touch; solving peer disputes	Recognising and responding to bullying.
Year Four	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Bullying and asking for help; recognising and managing dares
Year Five	Responding to feelings in others; Confidentiality	Discrimination, Bullying and Stereotypes; Marriage and consent	Listening to others; raise concerns and challenge
Year Six	Confidentiality and when to break a confidence; Responding to feelings in others	Similarity and difference; stereotypes; sex, gender identity and sexual orientation; discrimination, teasing and bullying; negotiation and compromise	Marriage and consent

Summer Curriculum

Year group	Summer		
	Health and Wellbeing		
	Healthy Lifestyles	Growing and Changing	Keeping Safe
Year One	What helps keep bodies healthy	Recognising what they are good at; setting goals. Change and loss and how it feels.	Keeping safe around household products; how to ask for help if worried about something.
Year Two	Healthy choices; hygiene routines	Growing; changing and being more independent; correct names for body parts (penis and vagina only)	Keeping safe in different situations; privacy in different contexts
Year Three	What makes a balanced diet & lifestyle; Images in the media	Changes that happen in life and the feelings associated with this.	Negative pressure; drugs in everyday life; Keeping safe online
Year Four	Hygiene and germs; Common everyday drugs	Feelings, good and bad / conflicting and how to describe them to others.	Managing risk and keeping safe; Negative pressure; Keeping safe online
Year Five	What positively and negatively affects physical and mental health; drugs (legal and illegal); Media	Intensity of feelings; managing complex feelings; PUBERTY	online safety including sharing images; mobile phone safety
Year Six	Habits; risk and effects of drugs	Changes at puberty (recap Year 5), human reproduction, roles and responsibilities of parents.	Influences on behaviour; resisting pressure; rights to protect their body and speaking out; online safety

Appendix 3 – DFE guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RS_E_primary_schools_guide_for_parents.pdf