

# Relationships and Health Education (RHE) Policy



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Date:

Approved by:

Last reviewed on:

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## **What is Relationships and Health Education? (RHE)**

Relationships & Health Education (RHE) is about the emotional, social and cultural development of pupils. It gives pupils accurate, factual information about reproduction, human growth, development, relationships, healthy lifestyles and personal identity. It allows pupils the opportunity to develop life skills that will enable them to make effective use of that information. Pupils will also have the opportunity to explore and respect their own and other peoples' opinions, attitudes and values. At Cavendish Community Primary School, we do not teach sex education that extends beyond that which is outlined in the Personal Health & Social Education (PHSE) & science curriculum for primary schools, which includes biological changes, puberty & human reproduction.

### **Aims**

This policy aims to provide a framework of opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident and healthy lives and become informed and active citizens. The work will be delivered in an accepting and honest way which enables young people to contribute.

The aims of Relationships and Health Education (RHE) at our school are to:

- Develop pupils knowledge about healthier and safer lifestyles in order that they are able to make informed decisions
- Provide opportunities for pupils to develop an understanding of and respect for difference and show responsibility and sensitivity to others
- Prepare pupils for puberty, and give them an understanding of physical development and the importance of health and hygiene
- Help pupils develop feelings of confidence, empathy and respect for themselves and others
- Provide opportunities for pupils to develop effective, fulfilling relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Generate an atmosphere where questions can be asked openly and without embarrassment and sensitive, age-appropriate discussions can take place
- Enable pupils to develop the ability to understand the consequences of their actions
- Help pupils understand that they have rights over their own bodies and to promote the children's right to say "No"

Our ethos at Cavendish is to promote high standards of achievement, excellent behaviour, a broad curriculum that enables all to shine, and an enjoyable primary school experience that prepares children well for the next stage of their lives. Our RHE curriculum is fundamental to achieving these goals. From Nursery to Year 6, children develop the skills they need to be equipped with for the modern world and are encouraged to be accepting of different people's lives and the choices they make. Underpinning all RHE lessons, each individual child is enabled to develop a strong sense of self-worth in order to be confident in who they are.

## **Statutory requirements**

From September 2020, all primary aged children will be taught Relationships and Health Education. At Cavendish, we want all children to grow up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain. These subjects are designed to equip your child with knowledge to make informed decision about their wellbeing, health and relationships as well as preparing them for a successful adult life.

The policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and guidance from the PSHE Association.

All school staff, parents and carers have been made aware of this policy, which is available to view via the schools' website, paper copies are also be available at the school office.

## **Curriculum**

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Our RHE curriculum is delivered through the Jigsaw scheme of work.

The statutory Relationships Education curriculum can be found in Appendix 1.

Our RHE programme aims to equip our pupils with skills to prepare them for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy/ consent.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help.

- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- To reflect upon the importance of stable and loving relationships for family life.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

These 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).

Our school has developed a range of strategies to support the teaching of RHE, which include:

- Setting ground rules at the start of a lesson to establish clear parameters for what is appropriate and inappropriate and to reduce anxieties and embarrassment when discussing issues such as puberty
- Holding assemblies to raise awareness of issues and inviting visitors to support and enhance RSE for example NSPCC 'Speak Out, Stay Safe' workshop
- An emphasis on promoting good mental health (see Positive Mental Health Strategy)
- Worry boxes in all classrooms so children can anonymously share concerns
- Split teaching boys and girls in sessions when appropriate
- Strictly adhering to the safe-guarding policy if a concern or disclosure arises during a lesson (see Safe-Guarding Policy)
- A variety of reading materials which reflect the different family set ups and relationships that are part of our community

## **Delivery of 'Changing Me' lessons**

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. We use the Jigsaw framework to deliver PSHE lessons. In addition, we ensure our wider curriculum is inclusive and representative of the diverse range of families within Cavendish's community. In Jigsaw the lessons referring to biological changes, puberty and human reproduction are taught through a unit called 'Changing Me'. We generally teach these lessons during our 'Healthy Living' week (see Appendix 2).

In the 'Changing Me' lessons the age and experience of the children is taken fully into account, with children being protected from teaching materials and content which is inappropriate. At Cavendish, whilst we always aim to be truthful with the answers to children's questions, we strongly encourage

them to discuss any concerns that they may have with their parents or another adult in their family. If a child shows inappropriate sexual knowledge, the Head Teacher or Designated teacher for Child Protection will be informed and Child Protection procedures may be put into operation. If individual children needed additional input that goes beyond the primary curriculum, this would be discussed with parents.

## **Confidentiality**

Pupils' confidentiality is respected in all RHE lessons and pupils are made aware of the fact that what they say in RHE lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm.

## **Roles and responsibilities**

### **The governing board**

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

### **The headteacher**

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

### **Staff**

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils

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.

### **Pupils**

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

## **Parental Engagement**

In order for parents and carers to be well informed about the 'Changing Me' lessons and so they may support children with this area of their learning. A letter informing them of the lessons will be sent out preceding the 'Healthy Living' week. If there are any questions or concerns raised by parents/carers, they should discuss these first with the class teacher & if there are further concerns they should make an appointment to discuss these with the headteacher.

## **Parents' right to withdraw**

From September 2020, parents will no longer have the right to withdraw their child from **Relationships Education** at primary school (DfE, 2019).

## **SEND**

Cavendish Primary School is a Unicef Rights Respecting School and Article 17 from the UN Convention on the Rights of the Child states that 'the right to get information that is important to your well-being'.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance with the SEND code of practice.

Resources used are specific to each pupil based on their cognitive ability and understanding.

## **Pupils access to help and support**

Support for all children regarding their health and welfare is available from their class teacher, the Head Teacher, the Deputy Head Teacher, Safeguarding Officers or the SEND Coordinators.

Girls who start their periods at school are able to be supported by all Staff members. Sanitary protection is available in school and the girls are made aware of the location of appropriate places for hygienic disposal.

## **Training**

Staff are equipped to confidently handle sensitive issues and answer both pupil and parents/ carers questions, responding appropriately.

The RHE Lead from Healthy Schools is available to provide support to staff teaching RHE if necessary.

## **Monitoring arrangements**

The delivery of RHE is monitored by the headteacher, with the support of the PHSE subject leaders.

This policy will be reviewed by Rebecca Taylor and Jessica Alexander every 3 years. The next review will be in October 2024.

## **Appendix 1: Relationships Education curriculum (what pupils should know by the end of KS2)**

### **Families and people who care for me**

Pupils should know:

- 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*.

*\*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

### **Caring friendships**

Pupils should know:

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

## **Respectful relationships**

Pupils should know:

- 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 relationships**

Pupils should know:

- 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.

## **Being safe**

Pupils should know:

- 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.

## Appendix 2: 'Changing Me' Curriculum map

### Nursery

Lesson	PSHE Learning Intention
1. My Body	To name parts of my body and show respect for myself
2. Respecting my Body	To tell you some things I can do and some food I can eat to be healthy
3. Growing Up	To understand that we all start as babies and grow into children and then adults
4. Growth and Change	To know that I grow and change
5. Fun and Fears	To talk about how I feel moving to School from Nursery
6. Celebration	To remember some fun things about Nursery this year

### Reception

Lesson	PSHE Learning Intention
1. My Body	To name parts of my body
2. Respecting my Body	To tell you some things I can do and some food I can eat to be healthy
3. Growing Up	To understand that we all grow from babies to adults

4. Fun and Fears 1	To express how I feel about moving to Year 1
5. Fun and Fears 2	To talk about my worries and/or the things I am looking forward to about being in Year 1
6. Celebration	To share my memories of the best bits of this year in Reception

Year 1

<b>Lesson</b>	<b>PSHE Learning Intention</b>
1. Lifecycles	To understand the lifecycles of animals and humans
2. Changing Me	To understand some things about me have changed and some things have stayed the same
3. My Changing Body	To understand how my body has changed since I was a baby
4. Girls' and Boys' Bodies	To identify the parts of the body that make boys different to girls and can use the correct names for these parts
5. Learning and Growing	To understand that every time I learn something new I change a little bit
6. Coping with Changes	To identify changes that have happened in my life

Year 2

<b>Lesson</b>	<b>PSHE Learning Intention</b>
1. Lifecycles in Nature	To recognise cycles of life in nature
2. Growing from Young to Old	To know about the natural process of growing from young to old and understand that it is not in my control
3. The Changing Me	To recognise how my body has changed since I was a baby and where I am on the continuum from young to old
4. Girls' and Boys' Bodies	To recognise the physical differences between boys' and girls', use the correct names for parts of the body and appreciate some parts of my body are private
5. Assertiveness	To understand there are different types of touch and to know which ones I like and don't like
6. Looking Ahead	To identify what I am looking forward to when I move to my next class

Year 3

<b>Lesson</b>	<b>PSHE Learning Intention</b>
1. How Babies Grow	To understand that in animals and in humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
2. Babies	To understand how babies grow and develop in the mother's uterus and to understand what a baby needs to live and grow
3. Outside Body Changes	To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies and to identify how girls' and boys' bodies change on the outside during this growing up process
4. Inside Body Changes	To identify how boys' and girls' bodies change on the inside during the growing up process and to know why these changes are necessary so that their bodies can make babies when they grow up
5. Family Stereotypes	To recognise and challenge my stereotypical ideas about parenting and family roles

6. Looking Ahead	To identify what I am looking forward to when I move to my next class
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Year 4

Lesson	PSHE Learning Intention
1. Unique Me	To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
2. Having a Baby	To correctly label the internal and external parts of male and female bodies that are necessary for making a baby
3. Girls and Puberty	To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
4. Circles of Change	To know how the circle of change works and to apply it to changes I want to make in life
5. Accepting Change	To identify changes that have been and may continue to change outside of my control that I learnt to accept
6. Looking Ahead	To identify what I am looking forward to when I move to my next class

Year 5

Lesson	PSHE Learning Intention
1. Self and Body Image	To be aware of my own self-image and how my body image fits into that
2. Puberty for Girls	To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally
3. Puberty for Boys	To describe how boys' and girls' bodies change during puberty
4. Conception	To understand that sexual intercourse can lead to conception and that is how babies are usually made and to understand that sometimes people need IVF to help them have a baby

5. Looking Ahead 1	To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities
6. Looking Ahead 2	To identify what I am looking forward to when I move to my next class

Year 6

<b>Lesson</b>	<b>PSHE Learning Intention</b>
1. My Self Image	To be aware of my own self-image and how my body image fits into that
2. Puberty	To explain how a girl's and boys' bodies changes during puberty and understand the importance of looking after yourself physically and emotionally
3. Babies: Conception to Birth	To describe how a baby develops from conception through the nine months of pregnancy and how it is born
4. Boyfriends and Girlfriends	To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend
5. Real Self and Ideal Self	To be aware of the importance of a positive self-esteem and what I can do to develop it
6. The Year Ahead	To identify what I am looking forward to and what worries me about the transition to secondary school