



# Relationships and Health Education Policy

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## **Relationships and Health Education (RHE) Policy**

### **Rationale**

The aim of relationships and health education (RHE) is to provide pupils with the information they need to help them develop healthy, nurturing relationships of all kinds. It will enable pupils to know what a healthy relationship looks like and what makes a friend. At St Margaret's, RHE is taught as a tool to safeguard children. It equips them with the information and skills they need to form healthy, safe and fulfilling relationships with family, friends and themselves. It will provide pupils with the necessary skills to take responsibility for their well-being and health as well as promoting self-worth. It contributes to the teaching of the wider PSHE curriculum through promoting the understanding of human rights with regard to physical harm and exploitation.

We are required to teach RHE as part of the current regulations and guidance from the Department for Education which makes RHE compulsory for all pupils receiving primary education.

At primary school level, RHE should prepare pupils 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, not just intimate ones.
- Understand the characteristics of a healthy relationship and recognise what makes a good friend, a good colleague and a successful committed relationship.
- Understand how to treat each other with kindness and respect and to value honesty and truthfulness.
- Understand how to ask for permission and the concept of personal privacy.
- Recognise one's own and other's boundaries.
- Recognise positive and negative relationships both online and offline.
- Understand 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.
- Report and recognise emotional, physical and sexual abuse.

By the time a child finishes primary school, they will have been taught about the following in RHE:

Family and people who care for them:

- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

The physical health and mental wellbeing part of the RHE curriculum will teach the children how to:

- Make good decisions about their own health and wellbeing.
- Recognise issues in themselves.
- Recognise issues in others.
- Seek support as early as possible when issues arise.

By the time children finish primary school, they will have been taught about the following:

- Mental wellbeing.
- Internet safety and harms.
- Physical health and fitness.
- Healthy eating.
- Facts about drugs, alcohol and drugs and the risks associated with them.
- Health and prevention of illness.
- Basic first aid.
- Changes to the adolescent body.

### **RHE programme of study**

At St Margaret's, RHE will be taught in the summer one half-term as weekly lessons in line with the following curriculum outline, although lessons about relationships, including online, and health are taught throughout the academic year:

The RHE curriculum was designed after a consultation process which involved the school leadership team, parents and Healthy Schools Manchester. The OFSTED Sex and Relationship Guidance (2002)/DfE RHE Statutory guidance (2019) was used as a basis for the discussion of the content to be taught and at what age range. A more detailed scheme of work is available upon request.

In line with St Margaret's curriculum intent, the content will be revisited and repeated in a developmental programme to enable our pupils to build upon prior learning whilst also allowing important safeguarding messages to be reinforced and embedded. Furthermore, in line with St Margaret's vision as an inclusive school, content taught within RHE will be discussed within other aspects of school life for e.g. during PSHE, Philosophy4Children, assemblies and through books. The above programme outlines the content that is taught in each age, however to ensure all pupils needs are met, teachers may adapt planning to respond appropriately where matters arise to meet the needs of the pupils.

## RHE Overview

| Year Group | Relationships and Health Education  |
|------------|---|
| Year 1     | <ul style="list-style-type: none"><li>• To know who are the people in my life who love and care for me (family).</li><li>• To know what are the differences and similarities between people.</li><li>• To know which parts of our body are private (Pantosaurus).</li></ul> |
| Year 2     | <ul style="list-style-type: none"><li>• To understand the underwear rule and talk PANTS (Pantosaurus).</li><li>• To know what happens when the body grows young to old.</li><li>• To know what is fair, unfair, kind and unkind (friendship).</li></ul>                     |
| Year 3     | <ul style="list-style-type: none"><li>• To know what personal space is (space invader).</li><li>• To know what a healthy relationship looks like.</li><li>• To know why being equal in relationships is important.</li></ul>  |
| Year 4     | <ul style="list-style-type: none"><li>• To know what diversity is.</li><li>• To consider whether boys and girls have different roles.</li><li>• To know the changes that happen to my body (boys and girls are to be taught separately).</li></ul>                          |
| Year 5     | <ul style="list-style-type: none"><li>• To know what puberty is (boys and girls are to be taught separately).</li><li>• To know about the different relationships in my life.</li><li>• What is unwanted touch.</li></ul>   |
| Year 6     | <ul style="list-style-type: none"><li>• To know what changes happen in my life.</li><li>• To know what happens in a loving relationship and what forced marriage is.</li><li>• To know what FGM is (boys and girls are to be taught separately).</li></ul>                  |

### **The organisation of relationships and health education:**

The teaching and learning of RHE is co-ordinated and lead by the PSHE lead. RHE is delivered by class teachers in the summer one half-term. On occasions, this will be supported by the PSHE lead or the school nurse, where available. Outside agencies may also deliver lessons alongside class teachers where school feels this will be of benefit to the pupils.

All teachers will receive CPD to support them with the delivery of RHE. As part of this CPD, teachers will be supported to understand the sensitive issues and questions that may arise through the teaching of RHE. Healthy Schools Manchester is also available to provide support to teachers where required. Pupils' questions will be answered by the class teacher, who will usually deliver the lessons to their own class, where they will refer to the age appropriate content. Pupils in years 4-6 will have the option to ask questions within lessons via an 'Ask -it -basket' approach in which pupils will be able to raise questions anonymously. Where teachers are unable to provide a response to a pupil due to the content being discussed not being age appropriate, the teachers will ask the child to discuss the question with a parent/carer. Within each RHE lesson, ground rules are discussed at the start of the session. Most RHE lessons will be taught as a whole class, however some lessons will be taught as boys and girls separately.

Although the above curriculum overview for each year group will aim to be followed, if something unexpected arises, school will adapt the RHE teaching to respond to the needs of the pupils.

Within lessons, pupils will be given the opportunity to reflect on their learning during lessons by taking part in partner talk, whole class discussions and through questions raise anonymously. The school will use pupil voice to influence and amend learning activities and in their reflection activities. Teachers will have the opportunity to reflect on their RHE delivery through CPD sessions and through collaborative work with their year group teachers, year group leader and the PSHE lead.

### **Engaging Stakeholders**

At St Margaret's, we view parents and carers as partners in the delivery of RHE. The RHE curriculum will complement and support parents/carers' role as parents. Where applicable, RHE homework will encourage discussion with parents/carers to enable them to be aware of what the school is teaching and to continue your child's education at home.

Parents who wish to receive further support with talking to their child about RHE issues can contact the school. The RHE policy will be made available to parents/carers through the school website and paper forms can be made available upon request. Parents/carers will be invited to annual parent/carers information sessions where the RHE curriculum will be shared with parents/carers. As the curriculum is reviewed each year, parents/carers views will be sought through short questionnaires.

## SEND

Pupils with SEND may need additional support to make sense of RHE lessons, sometimes separate small group sessions or individual work can help, especially since aspects of their maturity may lag behind their peers. Where appropriate, additional small group/individual sessions will be offered for pupils with SEND which allow for questions and discussion that might be challenging in a usual class format. As pupils in school have a range of additional needs, teachers will differentiate their planning to meet individual needs.

Pupils with ASD whose academic abilities may mask their social and emotional needs, may understand the concrete information but may find work around relationships very challenging. Teachers will take this into consideration when evaluating the effectiveness of their lessons and will provide additional support when required.

Physical disability may impact on every aspect of an individual's life including how they socialise and develop relationships. Pupils with physical disability may have to find different ways to communicate, take part in learning and everyday activities: including making friends and socialising with others. They may have anxiety about a different body shape or image, worry about how their body works and what others may think, and may have additional worries or questions about puberty. Teachers recognise that it is important for these pupils to have access to RHE alongside their peers as well as additional opportunities to explore questions that the RHE curriculum may raise for them. These conversations will take place in a safe space with a trusted and informed adult. Adults will access appropriate, high quality information and resources, from parents and relevant professionals, specific to a pupil's needs and requirements.

Pupils with severe and complex needs require a curriculum differentiated to cater for their range of needs and abilities. Whilst capacity to consent may be an issue for some pupils, particularly those who are non-verbal, it is important to ensure that their lived experience reflects good RHE principles. The SENDCo, teachers and key adults will ensure that parents give consent to support individuals with personal care; risk assessments and intimate care plans will be agreed when appropriate. Adults will use the most appropriate communication for a pupil so that they understand that their personal needs are being met in an environment of respect, safe routine and transparency so that they can develop an understanding of appropriate practices. Pupils will learn from the way staff react in everyday situations and interactions such as those concerned with consent or privacy; adults will use a matter of fact tone of voice and calm reaction to a situation can be helpful.

Proactive RHE teaching can be a significant part of addressing a range of behaviour support needs e.g. respecting boundaries and privacy, public and private behaviours and places, alongside the usual behaviour management strategies to ensure the safety and dignity of pupils. RHE, alongside additional advice and support from external agencies, is also valuable in tackling an individual pupil's sexualised behaviour in school. Strategies will be shared with parents to help them deal with the issues that present at home and ensure a consistent response.

Pupils with SEND will benefit from further opportunities to explore, both formally and informally, the RHE curriculum. Links will be made with other parts of the curriculum and the school day, for example through playground rules, Anti-Bullying Week, e-safety and so on. All staff will be actively involved in offering consistent messages around RHE, including teaching assistants and lunchtime supervisors. Within the RHE curriculum, as in all subject areas, school will ensure all resources and images used are inclusive of all pupils.

St Margaret's work alongside a range of stakeholders to ensure that the education, health and social care needs of pupils with SEND are met. When required, school will liaise with appropriate external agencies to ensure that RHE planning meets pupils' individual needs.

Parents of pupils with SEND may face challenging issues at home that are relevant to RHE. Alongside informal discussion, parents' meetings and EHC annual reviews will ensure that parents have opportunities to gain further support. School will use these opportunities to liaise with parents to ensure a shared approach is developed between home and school.

### **Menstruation and Period Poverty**

To support pupils who are menstruating whilst at school, we will make available sanitary towels for any pupil who requests these to allow all pupils to feel safe and supported whilst at school. Sanitary bins will be available for pupils to dispose of their towels and where pupils do not have access to menstrual products at home, school will support parents/carers to access these.

### **Language and terminology**

RHE plays an important role in equipping young people with the correct terminology so that they can safeguard themselves. Good vocabulary around RHE will assist pupils in talking comfortably, respectfully and accurately about growing up, the human body and relationships. Teachers will therefore model the correct use of language in RHE lessons in line with our RHE curriculum.

The ability to use the medically correct terms for genitalia and other parts of the body is a key skill for young people. It helps them describe abusive behaviours and gives them confidence when accessing medical help. Within EYFS and KS1, pupils will refer to the genitalia as the private parts in line with the NSPCC's Pantosaurus theme. When pupils enter Key Stage Two, the medical terms will be introduced in line with the RHE curriculum and the Science Curriculum.

### **Role of the school nurse**

Where available, the school nurse will support teachers to deliver lessons in year six around puberty.

### **Procedures for monitoring and evaluation:**

The RHE policy will be monitored and reviewed on an annual basis by the RHE lead, Deputy Headteacher, Headteacher, SENDCo and the Safeguarding Lead to incorporate feedback from staff and parents/carers and to reflect new statutory guidance.

### **Right to withdraw**

Parents/carers cannot withdraw their child from any part of the Relationships and Health Education aspects of the RHE curriculum in years 1-5. Parents/carers have the option to withdraw their child from two lessons within the year six curriculum (FGM and forced marriages). If parents/carers would like to withdraw their child from these lessons, parents/carers are to:

1. Inform the class teacher that they would like their child to be withdrawn and from which of the year six lessons.
2. The RHE lead is to contact parents/carers to arrange a meeting to discuss the RHE curriculum.
3. Parents/carers are to write a letter stating that they would like to withdraw their children from a lesson.
4. Deputy Headteacher is to confirm the lesson withdrawal has been registered with the school.

We will not be teaching pupils content beyond the science curriculum (please note the science curriculum in all maintained schools includes content on human development, which includes human reproduction). It is important for all children to be taught content on such essential matters like friendships and keeping safe.

### **RHE and links to other policies**

- Safeguarding: Refer to the safeguarding policy.
- Equality: Refer to the equality policy.
- Anti-bullying: Refer to the anti-bullying policy.

### **Other key documents**

- Equality Act
- DFE RHE and Health Education
- Keeping Children Safe