

Harvills Hawthorn Primary School



Relationships and Health Education (RHE) Policy

(delivered using selected lessons from Twinkl Life)

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Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under s.78 Education Act 2002 and the Academies Act 2010, a P.S.H.E. curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education statutory subjects at primary. This was to become active from September 2020 but was delayed due to Covid19 and should now be delivered from Summer 2021.

Effective Relationships & Health Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

At Harvills Hawthorn we use the Twinkl Life scheme of work for P.S.H.E. We have selected this scheme in consultation with our parent governors, who were part of our working party, as we feel it fulfils the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education (see Appendix A). All content was closely examined and amended or removed if we felt it was not applicable to our pupils or that it goes beyond the curriculum expectations. We are now confident that we are covering all aspects of Relationships and Health Education (RHE) in an age-appropriate way. This policy is also informed by DfE statutory guidance on relationships and health education; preventing and tackling bullying; drug and alcohol education; safeguarding and equality. The programme meets all the outcomes in the P.S.H.E. Association Programmes of Study.

Harvills Hawthorn aims to teach RHE in such a way that is consistent with the science curriculum, fundamental British values and sound pedagogy. Hence, whilst many aspects of RHE are covered in personal, social and health education (P.S.H.E), others are taught as part of science, religious education (R.E.), physical education (P.E.), E-safety lessons and through assemblies. The Twinkl Life scheme is also supported by our Healthy Mind, Happy Me curriculum, which is designed to support wellbeing and mental health. To enhance our curriculum further, workshops are delivered through West Midlands Police, the school nurse team and other visiting speakers, that provide our children with information about what healthy relationships look like. Workshops include key messages about knife crime, delivered by Alison Cope and how to stay safe from exploitation.

Aims

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. They are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community:

- They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/pupil learning intentions

Our curriculum will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Relationship Education (Relationships and Health Education)

Definition of Relationships and Health Education (RHE)

From September 2020 (delayed start to Summer 2021), Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools, there is also a statutory duty to provide health education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary health education. Effective relationships education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing. For the purpose of this policy, relationship education is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts (including online), as well as developing an understanding of human identity. 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.

RHE content

<u>Think Positive</u>	This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.
<u>VIPs</u>	This unit entitled VIPs (Very Important Persons) focuses on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at secrets and dares as well as healthy and unhealthy relationships.
<u>It's My Body</u>	In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support from a trusted adult should they need to.
<u>Teams</u>	This unit is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.
<u>Digital Wellbeing</u>	This unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider ways they can use the internet positively and how they can look after their wellbeing while being online. Children will learn about potential risks of being online, and when using digital technologies, as well as strategies to stay safe and to get help. They will also learn about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help. The benefits and risk of social media will also be explored, as well as how social media can be used responsibly. Children will also learn how to recognise what online bullying looks like and how to help make it stop. Finally, the concept of 'fake news' will be explored with children

	learning how to be able to tell if something online is reliable or not and what they can do to stop the spreading of unreliable information.
<u>Be Yourself</u>	This unit is inspired by the idea that we are all individuals and that it is important to 'be yourself'. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. The unit will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.
<u>Safety First</u>	In this unit of work, children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about The Pants Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.
<u>Growing Up</u>	<p>This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, gender stereotypes and different types of families. All children will learn about the changes to both the male and female bodies during puberty, including menstruation (periods). They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.</p> <p>Sex education is not compulsory until secondary school; therefore, will not be part of the RHE statutory curriculum at Harvills Hawthorn. However, in the summer term of Year 6, a lesson about sexual relationships and sexual intercourse will be made available. As the content is not compulsory at primary school, parents can withdraw their child from this lesson only. Before the session is delivered, parents will be written to and the exact content will be outlined.</p>

The role of the Headteacher and Governing body

It is the responsibility of the governors to ensure that, as well as fulfilling their legal obligations, they ensure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RHE;
- RHE is well led, effectively managed and well planned;
- the quality of RHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;

- clear information is provided for parents on the subject content (RHE) and they are aware that they cannot withdraw their child from this area of the curriculum;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher liaises with external agencies regarding the school RHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Parents should be consulted on the RHE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from the sex education content (in line with the science National Curriculum, 2014). However, Harvills Hawthorn will only be delivering the compulsory content in our lessons that is in line with the primary RHE and science National Curriculum. Should there be any exception in particular lessons, parents will be consulted regarding their child's participation.

Monitoring and Review

The governing body monitors the RHE policy on an annual basis. They give serious consideration to any comments from parents about the programme delivered and make a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RHE programme that is taught in school. Governors should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RHE and can do so by prior appointment with a member of staff, or at any information session the school chooses to hold about this curriculum area.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes racism, homophobic, sexist, sexual, transphobic, disability, faith or pregnancy related discrimination or bullying) and Section 4.2 of the national curriculum (2014) states: "Teachers should take account of their duties under equal opportunities legislation that covers all protective characteristics including race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

Working with parents and carers

The government guidance on Relationships Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents

and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum and that they cannot withdraw their children from any aspect of RHE, which includes learning the correct names for body parts, including genitalia, about the changing adolescent body and about puberty. RHE topics can arise incidentally in other subjects, such as science, geography, R.E. and history. Parents should be given every opportunity to understand the purpose and content of RHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

How is RHE organised in school?

Our RHE curriculum is mainly covered through P.S.H.E. Time is allocated to all year group timetables to ensure the coverage is delivered as required. The weekly Healthy Minds, Happy Me assembly supplements and raises the profile of the content covered in the lessons. In addition, the Digital Wellbeing topic will be delivered through weekly class assemblies. Class teachers are responsible for the planning, delivery and assessment of the P.S.H.E. curriculum. The subject leader is responsible for monitoring the planning, delivery and assessment.

Differentiation/SEN

Our RHE curriculum is a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. Discussions between class teachers and the wellbeing/safeguarding team will be held when particular units include content which may cause emotional distress or trauma to identified children (for example, looked after, adopted children). Parents, carers and/or external agencies will be consulted upon, if deemed necessary. This will ensure that a plan of how and what we deliver is well-informed and appropriate for all.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during lessons. If this is the case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. Further support or intervention will be provided to any child if deemed necessary.

Monitoring and evaluation

RHE, as with all curriculum subjects, will be monitored as per the school's monitoring cycle. The RHE lead will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

The learning environment

Establishing a safe, open and positive learning environment- based on trusting relationships between all members of the class, adults and children alike- is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson. In addition, in every classroom, children have access to the class nest if they require further support.

Teaching sensitive issues

Sensitive issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group situation or by an individual. Some issues that we address are likely to be sensitive and controversial, because they have a political, social or personal impact. In addition, they may deal with values and beliefs, including family lifestyles and values; physical and medical issues; financial issues; bullying; and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Answering difficult questions and sensitive issues

Primary-age pupils will often ask their teachers, or other adults, questions which go beyond what is set out for RHE. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Both formal and informal questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. A question box will be available in order to avoid 'open question' sessions. The school believes that individual teachers must use their skill and discretion in this area and refer to the safeguarding lead if they are concerned. Sensitivity is key to ensure children, with direct or indirect experiences of any protective characteristic (race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment), have their questions answered appropriately and are provided with support when required. Any bullying relating to any protected characteristic is dealt with strongly yet sensitively.

Training and support for staff

All staff benefit from RHE training in order to enhance their delivery skills. Opportunities are provided for staff to identify individual training needs and relevant support is provided. In addition to this, support for teaching and understanding RHE issues is incorporated in our staff CPD programme, drawing on staff expertise and/or a range of external agencies.

Appendix A

<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. <p>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.</p> <ul style="list-style-type: none"> • 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 situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <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. <p>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.</p> <ul style="list-style-type: none"> • 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;

	<p>including that it is not always right to keep secrets if they relate to being safe.</p> <ul style="list-style-type: none"> • 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.
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Mental wellbeing	<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. <ul style="list-style-type: none"> • 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.
Internet Safety and harms	<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. • 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.
Physical health and fitness	<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.

	<ul style="list-style-type: none"> • 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.
Healthy eating	<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).
Drugs, alcohol and tobacco	<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.
Health and prevention	<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. • 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

Taken from 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE Statutory Guidance - RHE Curriculum Content to be delivered to Primary.'