

Relationships and Health Education (RHE) Policy

July 2021



Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Rational and ethos

Lydgate Junior School is committed to the agenda of The Rights of the Child and our ethos is based around the principles of being a Rights Respecting School (RRS). This policy covers our approach to the statutory obligations as outlined by the Department for Education (2019). The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education **must be taught Relationships Education and Health Education**. (See link to the document below)

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

We believe that by combining both the RRS and RHE agendas we can define what RHE will look like at Lydgate Junior School.

Definition

RHE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexuality, healthy lifestyles, diversity, personal identity and changes humans go through as they grow. It gives children the key building blocks of healthy respectful relationships, focusing on family and friendships, in all contexts, including online. This includes the importance of treating others and ourselves with kindness, consideration and respect.

It embraces the notion of lifelong learning about physical, moral and emotional development as our children grow up. It gives them essential understanding of how to be healthy, physically and mentally. The aim is to give our children the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

What is compulsory in Primary School?

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made **Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.**

At Lydgate Junior School, we intend to teach the national curriculum for science, which includes subject content including sex education, and in particular about puberty, the human body parts and reproduction in

some plants and animals. We will continue to teach the sex education programme of learning that we do each year. Parents/carers will have the opportunity to see the content of what is taught and then have the choice of whether you wish your child to take part in this. You will be able to withdraw your child from this specific unit of teaching.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education. Requests for withdrawal should be put in writing to the Head teacher.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – The Curriculum Leader, members of the RRS team and members of SLT have ensured that all relevant information including national and local guidance was adhered to.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and Governors were given the opportunity to take part in a questionnaire regarding the content of the new curriculum. Parents were also invited to attend an on line meeting to discuss the content of the new RHE curriculum, give their opinions about the new curriculum or have a voice regarding what they would like us to consider teaching with regard to faith, culture and diversity within our curriculum.
4. Pupil consultation – we believe that pupil voice should be acknowledged, respected and represented in our curriculum. Children were consulted in the summer of 2021 through 'The Prosperity Project' in order to consider the diversity in the school curriculum. The outcomes of these surveys will inform our ongoing curriculum planning.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum and alongside the RRS curriculum. Other aspects are included in religious education (RE), science and computing. We look for opportunities to draw links between subjects and integrate teaching where appropriate.

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

These areas of learning are taught within the context of family life, taking care to ensure that different family structures are recognised and valued. Families can include single parent families, two parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers. We will be sensitive to the fact that some children may have a different structure of support around them for example: looked after children or young carers. We teach sexual orientation to children at the appropriate age and stage to ensure that all children learn the knowledge they need to be tolerant, accepting and open-minded members of society.

Health education focuses on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. It includes:

- Mental Wellbeing
- Internet safety and harms
- Physical Health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

SEND

For children with special educational needs and/or disability, learning is differentiated, as and when appropriate, using the same quality first teaching strategies for other curriculum areas. For individual children with specific needs, the content and sequence of the curriculum is shaped to meet their specific needs at different developmental stages.

Zones of Regulation

Self-regulation is a something everyone continually works on whether or not we are aware of it. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. Zones of Regulation uses a whole school approach to teach the children about their emotions and how to self-regulate. Teachers at Lydgate Junior School have been trained to model the language so that we can all recognise and validate our feelings and emotions. For further information, please see [this link](#).

Roles and Responsibilities

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

The Head Teacher

The Head Teacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Sex Education

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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE

Pupils

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

Training

Staff are trained on the delivery of RHE and it is included in our continuing professional development calendar. NQT's will receive this training as part of their induction

Monitoring and Evaluation

The delivery of RHE is monitored by the subject leaders, Julie Farrell (SLT), Steph Holden, Alix Wall and Rosalie Hayden (mentored by Deputy Head) as the RHE is delivered alongside the RRS curriculum. This will involve:

- Teacher conversations
- Lesson visits
- Pupil conversations
- Work scrutiny

Evaluations will be carried out periodically over the year along with lesson observations.

This RHE policy represents a statement of a whole-school commitment to the teaching of Relationships, and health education and will be reviewed in one year (July 2022) and subsequently every three years.

Statutory Curriculum outlined by Department of Education These are the compulsory elements of the curriculum

Relationships Education (Primary)

By the end of primary school:

Families and people who care for me	<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.
Caring Friendships	<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.

	<ul style="list-style-type: none"> • 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	<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. • 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	<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.
Being safe	<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; 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.

	<ul style="list-style-type: none"> • 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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Physical health and mental wellbeing (Primary)

<p>Mental wellbeing</p>	<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. • 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.
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<p>Internet safety and harms</p>	<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.
<p>Physical health and fitness</p>	<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. • 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.
<p>Healthy eating</p>	<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).
<p>Drugs, alcohol and tobacco</p>	<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.
<p>Health and prevention</p>	<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.

	<ul style="list-style-type: none"> • 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

Please use [this link](#) to see an overview to how the new RHE curriculum complements the RRS curriculum that school currently teaches.