



## **Holywell Village First School**

### **Relationships and Health Education Policy**

#### **Introduction**

Effective Relationship and Health Education (RHE) is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum. The objective of RHE is to help and support young people through their physical, emotional and moral development.

#### **Overall Aim**

As a school we aim to prepare our pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of reproduction. In this school, Relationship and Health Education will contribute to the requirements of the of the Education Act 2002 and section 403 of the Education Act 1996, i.e.

- Promote spiritual, moral, cultural, mental and physical development of pupils within the school and society.
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.
- Develop resilient pupils who are safe and achieve well in all aspects of their life:

*At Holywell Village First School we have high aspirations for our children to become well-rounded and responsible future citizens. They are happy, independent and have positive self-esteem. Our children have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.*

#### **The Statutory Provisions**

The government believes that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of Relationship and Health Education during their time at school. The school's governing body has overall responsibility and they must have an up to date, written policy which must be available to parents. This policy was formulated with regard to statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy was developed with due regard to 'Relationships Education, Relationships and Sex Education (RHE) and Health Education Statutory Guidance 2019 – updated July 2020'.

#### **Roles and Responsibilities:**

- **Governors**

As mentioned above plus continued involvement through policy evaluation. A member of the governing body will be named as part of their role as link governor for PSHE (Personal, Social, Health and Economic)

- **Head Teacher**

Is responsible for the implementation of the policy and liaising with the governing body, LA, parents and other appropriate agencies.

- **Personal, Social, Health Education Co-Ordinator**

The co-ordinator, together with the Head Teacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will also disseminate information and provide CPD relating to RHE.

- **Parents/Carers**

The school recognises that the parents/carers are **key figures** in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents/carers are encouraged to support the school's RHE policy and have access to this policy via the school's website:

<http://www.holywell.northumberland.sch.uk/website/policies/103255>

### **All Staff**

RHE is a whole school issue. All staff both teaching and non-teaching should be aware of this policy and how it relates to them.

### **What is relationships and health education?**

The purpose of RHE is to provide knowledge about loving relationships, the nature of sexuality and the process of reproduction. Alongside this, it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. The RHE programme will benefit children, school and society. This policy forms part of the school's PSHE scheme of work/long term planning grid developed from The PSHE Association guidance.

RHE has three main elements:

#### **Attitudes and value**

- learning the importance of values and individual conscience and moral considerations;
- learning the values of family life, marriage and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision making.

#### **Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning how to stay safe both physically and online;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning to recognise and avoid exploitation and abuse.

#### **Knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding reproduction, health, emotions and relationships in preparation for upper Key Stage 2 where they will learn about human sexuality and human reproduction.

### **Where, When and How?**

RHE can be found within the PSHE scheme of work/long term planning and medium term planning and is covered under all three of the Core Themes: Health and Wellbeing, Relationships and Living in the Wider World, as well as within the 'Biological aspects of N.C Science'. Most of the time RHE will be delivered within the weekly whole class lesson of PSHE, in the children's own classroom by their teacher.

Occasionally an individual child may ask an explicit or difficult question within the classroom. This may be answered individually later. Teachers must use their own skills and discretion in these situations and /or seek support and advice from the PSHE co-ordinator.

Please note that the RHE should be fully integrated in the schools curriculum and not be isolated and taken out of context or over emphasized. See below about responding to questions arising aournf matters of a sexual nature.\*

### **Parental Right of Withdrawal**

From September 2020 parents have the right to make a request to withdraw their child from all or parts of the Sex Education programme provided at school except for those parts included in the statutory N.C. Science curriculum. They cannot however make a request to withdraw their child from Health Education or Relationships Education. Sex education is not compulsory in primary schools and the content set out in this policy therefore focuses on Relationships and Health Education. Holywell Village First School does not teach beyond what is prescribed by law or cover any additional content on sex education. The content set out in this policy covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

\*It is the policy of the governing body of Holywell Village First School that when matters of a sexual nature need to be discussed, these are done in a natural and open manner with appropriate discretion. Parents/Carers will be approached first if a matter of a particularly delicate nature will be discussed, (unless this course of action would be detrimental to the welfare of the pupil concerned-in this instance child protection procedures will be followed). Pupils' questions will be answered sensitively with due consideration being given to any particular religious or cultural factors and in relation to the children's age and level of maturity.

### **Main Themes**

The school bases its work in PSHE around 3 Core themes that are developed throughout Key Stage One and Key Stage Two:

- Health and Wellbeing
- Relationships
- Living in the Wider World

In **Science** the curriculum is planned to enable children to meet a number of key learning objectives:

### **Foundation Stage**

Personal, Social and Emotional area of learning in Development Matters addresses the early skills required in 'Making Relationships' strand. Topic themes that will encompass early relationship education and understanding of life processes include:

- ourselves
- life cycles
- baby animals

## Year 1

Programme of Study (statutory)	Notes and Guidance
<b>Health and Wellbeing</b> To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
<b>Health and Wellbeing</b> To know the correct terminology for external genitalia.	Pupils will be taught the correct vocabulary for both male and female external genitalia.
<b>Relationships</b> Healthy relationships- acceptable and unacceptable physical contact and touch.	Pupils will learn about how they feel when they have physical contact from others and learn about what is acceptable and unacceptable.

## Year 2

Programme of Study (statutory)	Notes and Guidance
<b>Health and Wellbeing</b> To notice that animals, including humans, have offspring which grow into adults. To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult.
<b>Health and Wellbeing</b> To know the correct terminology for external genitalia.	Pupils to be able to name and recognise the male and female sex parts.
<b>Relationships</b> Healthy relationships- to understand the difference between acceptable and unacceptable physical contact and touch.	Pupils are confident to talk about their feelings and know when they feel uncomfortable with physical contact/touch from another person. They know how to ask for help if they feel uncomfortable.

## Year 3

Programme of Study (statutory)	Notes and Guidance
<b>Health and Wellbeing</b> To understand how their body will, and their emotions may, change as they approach and move through puberty.	Pupils will be able to identify 'puberty' as the time when a child grows into an adolescent (ages 8-17). They will recognise there are physical changes that happen to adolescents' bodies at this time.
<b>Relationships</b> To judge what kind of physical contact is acceptable or unacceptable and how to respond To understand personal boundaries. To understand that we all have rights to privacy.	Pupils will understand about the difference between acceptable and unacceptable physical contact. They will know how to respond to unacceptable physical contact.
<b>Living in the Wider World</b> To understand that there are basic human rights shared by all peoples and all societies.	Pupils will learn that everyone has human rights (and that children have their own set of human rights). They will learn about the UN declaration on the Rights of the Child.

## Year 4

Programme of Study (statutory)	Notes and Guidance
<b>Health and Wellbeing</b> To understand how their body will, and their emotions may, change as they approach and move through puberty.	Pupils will be able to identify puberty as a time in everyone's life when their bodies grow and change from children to young adults. They will identify that the changes are ongoing and usually happen between the ages of 8-17 years and recognise how puberty relates to the sex cells and prepares people's bodies for the possibility of having children when they are adults. Pupils will be able to use the correct names of female and male reproductive organs. They will be able to describe the effects of puberty on male and female bodies – how bodies grow and change.
<b>Relationships</b> To judge what kind of physical contact is acceptable or unacceptable and how to respond.	Pupils will discuss and learn about personal boundaries and the right to privacy. They will learn about the difference between acceptable and unacceptable physical contact and how to respond to unacceptable physical contact.
<b>Living in the Wider World</b> To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.	Pupils will learn about human rights. They will learn what is meant by a 'basic human right'. They will be able to explain why laws and rules are in place to protect children.

**Dissemination and implementation**

**Authors: Kay Gray (PSHE Subject leader) & Sarah Brett (Head Teacher)**

**Formulated: Spring 2019**

**Amended: March 2021**

**Date of Implementation: Summer 2021**

**Next review: Summer 2023**

**Signed: \_\_\_\_\_ Chair Of Governors**

**Date: \_\_\_\_\_**

**Signed: \_\_\_\_\_ Head Teacher**

**Date: \_\_\_\_\_**

## Key Outcomes

The key outcomes of our RHE policy are in accordance with the guidance offered by DfE June 2019: Relationships and Sex education (RHE) and Health education: [see annexe 1](#)

## Specific Issues:

### Child Protection/Safeguarding

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that the children may bring fears or worries into the classroom that affect RHE and need to develop an understanding of what is and is not acceptable in a relationship. This may lead to a disclosure of a child protection issue.

### Confidentially

If a member of staff, (teaching or non-teaching), suspects there to be safeguarding issues involving a child or is faced with a disclosure then s/he has a duty to pass this information on to the designated safeguarding lead (DSL) member of staff, and use the procedures set out in the schools safeguarding policy. Staff need to make pupils aware they can not legally give complete confidentiality. This can be tackled by revisiting ground rules at the beginning of each session.

The named people at Holywell Village First School are the Head Teacher – Mrs. S. Brett and the Deputy Head Teacher – Mrs. Samantha Endacott.

### Health Professionals

When visitors and outside agencies are involved, their contribution must have been planned as part of the overall RHE programme. Their contributions should complement the teaching already taking place in school.

- ✓ They can work with and give support to teachers
- ✓ They can provide a link to relevant services
- ✓ They can inform pupils about using health services in the area
- ✓ Give pupils confidential support and advice

Health professionals who are involved in delivering RHE programmes are expected to work within the schools RHE policy and at the instruction of the Head Teacher. However, when they are in their professional role, such as a school nurse in consultation with an individual pupil, they should follow their own professional code of conduct.

### Puberty

At Holywell Village First School we will respond to individual needs, should the case arise, in consultation with parents. See above for Year 3 and 4 children develop an understanding of puberty and the changes which take place.

## **Menstruation**

Early commencement of menstruation will be dealt with on an individual basis, in consultation with the parents.

This policy will be given to all members of the governing body, teaching and non-teaching staff. All parents will be invited to read the document and reference copies will be available from the head teacher. This policy should be read in conjunction with the following policies:



LGBTQI+



Safeguarding



Anti-Bullying



Science



PSHE



On-line safety

## **Middle school liaison**

Holywell Village First School will liaise with Whytrig Middle School and Seaton Sluice Middle School as necessary.

## **Dissemination and implementation**

**Authors: Kay Gray (PSHE Subject leader) & Sarah Brett (Head Teacher)**

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**Date: \_\_\_\_\_**

**Signed: \_\_\_\_\_ Head Teacher**

**Date: \_\_\_\_\_**



### Annexe 1:

The focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The RHE programme will benefit children, school and society. RHE has five main elements:

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.
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

	<p>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.</p>
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