



Relationships and Health Education (RHE) Policy

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Introduction

This policy has been written in accordance with the 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 has also taken guidance from 'Relationships Education, Sex Education and Health and Mental Wellbeing guidance for Church of England Primary Schools in Canterbury Diocese', October 2019. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education. The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For the purpose of this policy, "relationships education" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy, "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.

Aspects for the policy have been directly taken from the PSHE Organisation's recommendations.

Development of the Policy

This policy has been developed by working in partnership with staff, parents and other schools. This policy has looked closely at the 'Relationships Education, Sex Education and Health and Mental Wellbeing guidance for Church of England Primary Schools in Canterbury Diocese', (October 2019).

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication – all parents have been consulted in the development and delivery of the curriculum.

Parents were provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects

The school aims to build positive relationships with parents by sharing curriculum content, addressing any concerns and helping parents in managing conversations with their children on the issues covered by the curriculum.

Parents will be informed termly through the school website about the content of the Relationships and Health Education taught in each year group. Parents will be able to discuss the content with the class teacher, if necessary. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

Principles

At Ramsgate Holy Trinity we understand our role as a school for the whole local community built on the Christian principles of love, hospitality, inclusivity and compassion, whilst being considerate of our Church of England foundation and the teachings of the Anglican Church in regards to relationships and sex.

At Ramsgate Holy Trinity we are committed to being a welcoming and an inclusive community where all feel included and can learn and flourish, living out Jesus' promise of life in all its fullness (John 10:10) regardless of their family arrangements, beliefs or sexual or gender orientation.

Children need to be taught about the world in which they live in, to ensure they are able to articulate their own feelings and choices, whilst being considerate and understanding of the views, beliefs and life choices of others.

Children are entitled to learn about relationships and sex education in a positive and safe environment, where they can develop the vocabulary, knowledge and skills to help understand themselves and others.

Children need to be equipped with language and tools to develop healthy resilient relationships, in age-appropriate ways. This is especially vital in an internet age where they have far greater exposure to information than before, much of which reaches them from outside the safety of the classroom or family context.

At Ramsgate Holy Trinity School we recognise that issues relating to relationships, human identity, sexual orientation and sex are sensitive and important. Therefore, these issues should be addressed in an age appropriate way within school to ensure pupils are given accurate information as a basis for understanding difference and removing prejudice.

Curriculum Content

Relationships and health education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.

Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing, including mental wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils.

This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered

Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to

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

Aim of relationships education

- To provide opportunities for children to learn about securing, developing and sustaining healthy relationships and knowing to deal with recognise when and how relationships go wrong.
- To prepare children for the opportunities, joys, challenges and responsibilities of being in relationship with other people.
- To provide the understanding, vocabulary and strategies children need to keep themselves safe and to thrive within good relationships of all kinds.
- To give children accurate information to equip them for life in the modern world and make sure they are not harmed or negatively influenced by unrealistic or dangerous materials and expectations.

Effective relationships education lessons will:

Talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter.

Draw attention to a range of contexts enabling pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security, helping them to recognise any less positive relationships when they encounter them.

Create opportunities for pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Be delivered in a sensitive and well-judged way based on knowledge of pupils and their circumstances, when teaching about families and relationships. Lessons will acknowledge that families of many forms provide a nurturing environment for children, so care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to

reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Be taught in a graduated, age-appropriate programme of Relationships Education, as children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them 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 from appropriate sources.

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Aim of Physical health and mental wellbeing education

- To teach the characteristics of good physical health and mental wellbeing and that they are interlinked i.e. good physical health contributes to good mental health and vice versa.
- To highlight the importance of mental wellbeing being part of normal daily life, in the same way as physical health.
- To promote pupils' self-control and ability to self-regulate, and provide strategies for doing so.
- To reduce stigma attached to health issues, in particular those to do with mental wellbeing.
- To engender an atmosphere that encourages openness, so pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Physical health and mental wellbeing lessons will:

Teach the benefits and importance of daily exercise, good nutrition and sufficient sleep.

Give pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

Enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions.

Provide discussion and reflection opportunities for pupils to judge whether what they are feeling and behaving is appropriate and proportionate for the situations that they experience.

Talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasise the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Teach and discuss the benefits of hobbies, interests and participation in their own communities, making it clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Teach and discuss the benefits of rationing time spent online and the risks of excessive use of electronic devices.

Teach and discuss why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

Create a firm foundation where pupils are aware of the benefits and characteristics of good health and wellbeing.

Enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

At Ramsgate Holy Trinity School we will be following the PSHE Association's scheme of work which will be enhanced using '1Decision'. This will be adapted as necessary to suit or children's needs and in response to the consultation process.

Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Relationships and Health Education (RHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE).

Pupils will mainly be taught in their class groups. Through effective organisation and delivery of the subject, we will ensure that:

- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work (see appendix 1).
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.

- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy

Ground rules

Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils. To be effective, pupils and teachers need to develop ground rules together and then test them in discussion and group activities, amending them as necessary. Examples of ground rules include:

- Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.
- Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.
- Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
- Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
- Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.
- Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.

Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the Relationships and Health Education Lead.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private eg. post it notes/question boxes may be provided
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.

- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the relationship and health education programme and associated issues.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme

Equality and accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People with different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people
- People who have changed their sex

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs. The curriculum will be 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 a mum and a dad, blended families (step/half siblings) 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).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the age range of our pupils. We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age.

Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

At Ramsgate Holy Trinity, we teach about human reproduction in Year 6. Parents are informed of when this will take place and have the opportunity to view any teaching materials and ask any questions. Although the school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum, parents do have the right to withdraw their child from these sessions.

Parents' right to withdraw

Other than the lessons in Year 6 (as explained above), parents do not have the right to withdraw their children from Relationships and Health education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum.

Monitoring and review

This policy will be reviewed on an annual basis by the relationships and health education subject lead, Head Teacher and governors. The next scheduled review date for this policy is July 2021. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. The governing board is responsible for approving this policy. Any changes made to this policy will be communicated to all staff and parents by the school website.

	RELATIONSHIPS CURRICULUM OBJECTIVES (STATUTORY)	COVERED IN YEAR GROUP					
	Families and people who care for me <i>Pupils should know...</i>	1	2	3	4	5	6
	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 <i>Pupils should know...</i>	1	2	3	4	5	6
	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 <i>Pupils should know...</i>	1	2	3	4	5	6
	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 <i>Pupils should know...</i>	1	2	3	4	5	6
	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 <i>Pupils should know...</i>	1	2	3	4	5	6
	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, for example family, school or other sources.						

	PHYSICAL HEALTH AND MENTAL WELL-BEING CURRICULUM OBJECTIVES (STATUTORY)	YEAR GROUP AND LESSON					
		1	2	3	4	5	6
	Mental Wellbeing						
	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're feeling and how they're 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's 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're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)						
	It's 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	1	2	3	4	5	6
	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	1	2	3	4	5	6
	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're worried about their health						
	Healthy Eating	1	2	3	4	5	6

	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	1	2	3	4	5	6
	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking						
	Health and Prevention	1	2	3	4	5	6
	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're spread and treated, and the importance of handwashing						
	The facts and science relating to immunisation and vaccination						
	Basic First Aid	1	2	3	4	5	6
	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 <i>Pupils should know...</i>	1	2	3	4	5	6
	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.						

* Only covers changes from baby – child – teenager – adult. No reference to puberty.

	SEX EDUCATION CURRICULUM OBJECTIVES (NON-STATUTORY)	YEAR GROUP AND LESSON					
	<i>Pupils should know...</i>	1	2	3	4	5	6
	<i>how a baby is conceived and born.</i>						
	<i>The gestation periods of animals including humans.</i>						