



# RELATIONSHIPS & HEALTH EDUCATION (RHE) POLICY

November 2024

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Together, we are a rainbow of possibilities so let's ALL SPARKLE AND SHINE!

## **Definition of Relationships and Health Education (RHE)**

From September 2020, 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.

All primary schools are legally obliged to have an up-to-date policy for Relationships and Health Education that describes the content and organisation of RHE. The policy should be made available to parents/carers on request and also available on the school's website. It is the school governors' responsibility to ensure that the policy is developed and implemented effectively.

To define relationships education: relationships education teaches children a wealth of information about healthy relationships, including how to communicate their own boundaries and recognise the boundaries of others, staying safe online, and the differences between appropriate and inappropriate or unsafe contact.

To define health education: health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

In this document, when speaking about RHE this refers to the statutory guidance provided by the government in the document - Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021). It is a legal requirement for primary schools to teach relationship education and health education so this is why the 'RHE' abbreviation has been chosen.

It is not a legal requirement for primary schools to teach sex education – only what is covered in the science curriculum which will be outlined in this document. As a school, we have chosen not to teach any other sex education lessons. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

## **Compulsory aspects of Relationships and Health Education.**

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE they are free to continue with this approach.

Relationship education and health education is compulsory for primary schools to teach and parents do not have a right to withdraw their child from these lessons. Parents do have a right to withdraw their children from sex education lessons, (if it isn't covered by the science curriculum) but as we do not teach any additional sex education lessons this is not necessary. The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. (See below for National Curriculum Science). In KS1 this learning is only about correctly naming the body parts – other sex education topics are covered in later key stages.

RHE plays a very important part in fulfilling the statutory duties all schools have to meet. RHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

### **RHE within My Happy Mind**

Croft Infant School is a “My Happy Mind” school. This means we use this program as a basis for our well-being work. Under this umbrella, most elements of RHE and life learning are covered in a systematic, progressive approach using lessons and assemblies and this forms an integral part of our working week. My Happy Mind is an NHS backed program.

The My Happy Mind program covers the following content from **the three core areas within the RHE guidance**:

#### **EYFS:**

##### **Relate**

- ✓ Build constructive and respectful relationships.

#### **KS1:**

##### **1. Health and Wellbeing**

- ✓ Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.

##### **2. Relationships**

- ✓ About the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- ✓ To identify the people who love and care for them and what they do to help them feel cared for
- ✓ About different types of families including those that may be different to their own
- ✓ To identify common features of family life
- ✓ That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- ✓ About how people make friends and what makes a good friendship.
- ✓ About how to recognise when they or someone else feels lonely and what to do.
- ✓ Simple strategies to resolve arguments between friends positively.
- ✓ How to ask for help if a friendship is making them feel unhappy.
- ✓ That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.
- ✓ About how people may feel if they experience hurtful behaviour or bullying.
- ✓ That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.
- ✓ What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.
- ✓ About what is kind and unkind behaviour, and how this can affect others.
- ✓ About how to treat themselves and others with respect; how to be polite and courteous.
- ✓ To recognise the ways in which they are the same and different to others.
- ✓ How to listen to other people and play and work cooperatively.
- ✓ How to talk about and share their opinions on things that matter to them.

##### **3. Living in the wider world**

- ✓ To recognise the ways they are the same as, and different to, other people.

### **RHE taught through discrete lessons**

As My Happy Mind doesn't cover all the current guidance in “Relationships Education, Relationships and Sex Education (RHE) and Health Education (2021)”, the following are objectives that will be taught in discrete life learning lessons throughout the year.

### **EYFS:**

None – My Happy Mind covers all current guidance.

### **KS1:**

#### **Health and Wellbeing**

- ✓ To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).
- ✓ Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.
- ✓ About the people whose job it is to help keep us safe.

#### **Relationships**

- ✓ To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.
- ✓ That sometimes people may behave differently online, including by pretending to be someone they are not.
- ✓ How to respond safely to adults they don't know.
- ✓ About how to respond if physical contact makes them feel uncomfortable or unsafe
- ✓ About knowing there are situations when they should ask for permission and also when their permission should be sought
- ✓ About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).
- ✓ Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.

#### **Living in the wider world**

- ✓ About the different groups they belong to.
- ✓ About the different roles and responsibilities people have in their community
- ✓ About how the internet and digital devices can be used safely to find things out and to communicate with others.
- ✓ About the role of the internet in everyday life.
- ✓ That not all information seen online is true.

### **Links to other policies**

RHE has very clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development.

### **Monitoring and Evaluation**

The RHE co-ordinator 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 experiences

The coordinator will provide regular feedback to the headteacher, other staff and governors throughout the year.

### **The Role of the Coordinator.**

The RHE coordinator is responsible for

- Monitoring the teaching and learning of RHE throughout school.
- Providing feedback and discussing issues raised with staff and governors.
- Attending appropriate courses and training and then disseminating information back to colleagues.
- Overseeing and implementing the policy.
- Writing an annual action plan as part of School Improvement Planning and evaluating its progress throughout the year.
- Monitoring the subject budget and maintaining and ordering resources within the limits of the budget.

The RHE coordinator is **Mr Keene supported by Mrs Swain.**

### **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, the governing body should also make sure 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 and the right to request that their child is withdrawn.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

### **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. Inclusive RHE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

The protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation should be observed. However, we recognise that children have varying needs regarding RHE depending on their age, level of maturity, personal circumstances and background so to achieve the best for each child our school approach takes into account

- Some children may have emotional or behavioural difficulties or SEND which give rise to particular RHE needs at different times. We will ensure that RHE is always accessible to all pupils by ensuring that high quality teaching is appropriately differentiated and personalised.
- We know that our pupils come from a variety of family situations and home backgrounds so we always take care to ensure that no children are stigmatised because of their home circumstances and the curriculum is delivered with sensitivity and inclusivity for all in mind.

## **Safeguarding**

Staff should be aware that sometimes disclosures may be made during life learning lessons; in which 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. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

## **Confidentiality and Child Protection (Safeguarding Issues)**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Safeguarding lead (Mrs Sally Swain –Headteacher) or deputy leads (Mrs Helen Godfrey -Deputy Headteacher; Mrs Jane Newton – School Business Officer; Mrs Katie Daniels – EYFS lead and Mrs Donna Banyard – English lead.) who take action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding and Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues may arise in learning from real-life experience. Staff 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 or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, bullying and bereavement.

Staff 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. Staff will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. They will actively seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view which are different from those held either by their class teachers or their peers.

## **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around some issues are varied. However, while personal views are respected, all issues are taught without bias. 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.

Both formal and informal matters arising from pupils' 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. The school believes that individual staff should use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

### **Working with parents and carers**

We recognise that the main role in children's RHE lies with parents and carers and we follow the government guidance on Relationships, Sex Education and Health Education (DfE, 2021) which emphasises the importance of schools working in partnership with parents and carers.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. At Croft Infant School, we cover the curriculum at an age appropriate level in the EYFS and Key stage 1 science curriculum, and by using My Happy Mind and using objectives from the PSHE association.

An information leaflet will be given to all parents outlining the school policy and curriculum content for each year group. Parents are always welcome to ask any questions at any time.

### **Policy Review**

This policy is reviewed annually.

November 2024

Review – November 2025