

HARLOW GREEN COMMUNITY PRIMARY SCHOOL



Relationships and Health Education

Policy Statement 2019-2022



This policy links to articles: 17 and 19

Contents

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RHE
7. Roles and responsibilities
8. Parents' right to withdraw
9. Training
10. Monitoring arrangements
11. Safeguarding

Appendix 1 – Curriculum map

Appendix 2 – By the end of the primary school pupils should know...

Appendix 3 – Parent form: withdrawal from sex education within RHE

1. Aims

The aims of relationships and health education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

Harlow Green Community Primary School:

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

Whilst we are not required to provide sex education, we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Harlow Green Community Primary School, we teach RHE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information and exploring issues and values.

RHE is not about the promotion of sexual activity.

5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHE

RHE is taught within the Personal, Social, Health and Education curriculum (PSHE). Harlow Green Community Primary School delivers an age appropriate RHE curriculum through our 3D Dimensions PSHE scheme. A wide range of teaching methods and activities are used to enable pupils to actively participate in their own learning. It is structured in a way that it builds on core skills of Health and Well Being, Relationships and Living in the Wider World.

We aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of sex and sexuality. We teach RHE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives which begins in the Early Years and is implemented in each year group through to Year 6. This prepares our pupils for the opportunities, responsibilities and experiences of adult life.

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

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

RHE focuses on giving pupils the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships

Language acceptable and appropriate in RHE lessons

All staff will:

- Use the correct terms for all body parts as this is deemed good practice.
- Openly identify what 'slang' words mean (where appropriate), and that some are offensive
- Avoid the use of any slang when teaching once the correct terminology has been introduced

Dealing with sexually explicit questions:

- Staff will use their professional judgement and consider context when considering answers to such questions
- Students will be encouraged to ask their parents/carers any questions outside the planned programme
- If appropriate, students will be told that their questions will be answered in a later part of the PSHE lesson

We are a Kidsafe School and, consequently, in Kidsafe sessions we teach children about relationships, and we encourage children to discuss issues. We teach about positive relationships, rules and boundaries within relationships and trusted adults.

Scientific aspects of RHE are taught within the science curriculum. In the second half of the Autumn term, Year Five children learn about the human lifecycle. Terminology such as sperm and egg will be used. Other biological aspects are included in Religious Education (RE).

Pupils also receive stand-alone puberty and sex education sessions delivered by a trained health professional in Year Five and Year Six.

Equal Opportunities:

At Harlow Green Community Primary School, SRE programme responds to the needs of pupils and takes the cultures, faiths and family backgrounds of all pupils into consideration. These areas of learning are 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 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).

Equal time and provision will be allocated to all groups but there may be occasions when students with special educational needs are given extra support from staff.

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RHE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RHE (Appendix 3).

7.3 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 components of RHE

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

All staff will be responsible for teaching RHE across school.

7.4 Pupils

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

8. 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 components of sex education within RHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RHE as part of their professional development.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE where appropriate.

10. Monitoring arrangements

The delivery of RHE is monitored by the PSHE Lead through:

- Learning walks
- Lesson visits/observations
- Discussions with children and staff
- Work scrutiny

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the head teacher annually. At every review, the policy will be approved by the Governing Body.

11. Safeguarding

SRE may bring about disclosures of safeguarding issues and all staff are conversant with the procedures for reporting concerns. In these cases, the school's Safeguarding Policy will be referred to.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Early Years – NuRHEry and Reception	Throughout the whole year, integrated into daily practice and PSHE units.	<u>PSHE Making Relationships</u> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Initiates conversations and attends to and takes account of what others say. • Explains own knowledge and understanding and asks appropriate question of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. • Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. 	3D Dimensions Resources – books, power points, pictures
Year 1	Autumn 1	<u>Core 2 Unit 4: Lesson 1 Friendships – Forever Friends:</u> <ul style="list-style-type: none"> • To learn how to develop positive relationships with peers • To identify different relationships that they have and why these are important <u>Core 2 Unit 4: Lesson 2 Make Friends:</u> <ul style="list-style-type: none"> • To understand the importance of making friends • To identify and respect the differences and similarities between people • To develop positive relationships between work and play 	3D Dimensions Resources – books, power points, pictures
	Autumn 2	<u>Core 2 Unit 1: Lesson 1 Feelings – How I Feel:</u> <ul style="list-style-type: none"> • To recognise and communicate feelings to others <u>Core 2 Unit 1: Lesson 2 Responses - You and Me:</u> <ul style="list-style-type: none"> • To recognise and communicate feelings to others • To listen to, reflect on and respect other people's views and feelings 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 1	<u>Core 2 Unit 3: Lesson 2 Comparisons – All the Same:</u> <ul style="list-style-type: none"> • To learn about others • To reflect on the similarities and differences between people • To recognise and respect similarities and differences between people 	
	Spring 2	<u>Core 1 Unit 5 Lesson 4 Personal Safety – Secret Surprise:</u> <ul style="list-style-type: none"> • To learn about the difference between secrets and surprises • To understand when not to keep adults' secrets • To seek help from an appropriate adult when necessary <u>Core 1 Unit 5: Lesson 5 Emotional Safety – Getting Help:</u> <ul style="list-style-type: none"> • To learn about who to go to for help and advice • To recognise that there are people who care for and look after them • To know how to keep safe and how and where to get help • To recognise and respond to issues of safety relating to themselves and others and how to get help 	
	Summer 1	<u>Core 2 Unit 4 Lesson 6 Family – Special People:</u> <ul style="list-style-type: none"> • To identify their special people and what makes them special • To identify different relationships that they have and why these are important 	
Year 2	Autumn 1	<u>Core 1 Unit 5 Lesson 7: Staying Safe – I Don't Know You:</u> <ul style="list-style-type: none"> • To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know 	
	Spring 2	<u>Core 1 Unit 3 Lesson 1: Similarities and Differences – Boys V Girls:</u> <ul style="list-style-type: none"> • To identify and respect similarities and differences between boys and girls • To learn about the process of growing young to old <u>Core 1 Unit 3 Lesson 2: The Human Body – Body Bits:</u> <ul style="list-style-type: none"> • To learn the names of different parts of the body • To recognise similarities and differences based on gender • To recognise and respect similarities and differences between people <u>Core 1 Unit 3 Lesson 3: Growing Up – All Grown Up:</u> <ul style="list-style-type: none"> • To learn about the physical changes in their bodies as we grow • To understand emotional changes as they grow up <u>Core 1 Unit 3 Lesson 4: Changing Needs – I Need:</u> <ul style="list-style-type: none"> • To learn about how our needs change and grow as we develop • To recognise the simple physical changes to their bodies experienced since birth 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	<p><u>Core 1 Unit 3 Lesson 6: Emotions – Mood Swings:</u></p> <ul style="list-style-type: none"> • To learn about a range of different feelings and emotions • To recognise, name and manage their feelings in a positive way <p><u>Core 1 Unit 4 Lesson 3: Love – Three Little Words:</u></p> <ul style="list-style-type: none"> • To learn about the importance of love • To recognise, name and manage their feelings in a positive way 	
Year 3	Autumn 1	<p><u>Core 1 Unit 6 Lesson 1: E-Safety – Online Chat:</u></p> <ul style="list-style-type: none"> • To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 	
	Autumn 2	<p><u>Core 2 Unit 5 Lesson 1: Friendship – Best Features:</u></p> <ul style="list-style-type: none"> • To know and understand the features of a good friend • To understand why it is important to be positive in relationships with others <p><u>Core 2 Unit 5 Lesson 2: Friendship – Circle Times:</u></p> <ul style="list-style-type: none"> • To know how to communicate their opinions In a group setting • To work co-operatively, showing fairness and consideration to others <p><u>Core 2 Unit 5 Lesson 3: Friendship – Falling Out:</u></p> <ul style="list-style-type: none"> • To know 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 • To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) <p><u>Core 2 Unit 5 Lesson 4: Friendship – The BAFAs:</u></p> <ul style="list-style-type: none"> • Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • To understand why it is important to be positive in relationships with others 	
	Summer 1	<p><u>Core 1 Unit 7 Lesson 1: Before Puberty – You’ve Grown!:</u></p> <ul style="list-style-type: none"> • To understand that the rate at which we grow differs from person to person • To show awareness of changes that take place as they grow 	
Year 4	Autumn 1	<p><u>Core 3 Unit 3 Lesson 1: Gender Stereotypes – His and Hers:</u></p> <ul style="list-style-type: none"> • To know and understand the terms ‘discrimination’ and ‘stereotype’ • Challenge stereotypes relating to gender and work 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Autumn 2	<u>Core 1 Unit 5 Lesson 5: Feelings – Overreacting:</u> <ul style="list-style-type: none"> To know how to judge whether what they are feelings and hoe they are behaving is appropriate and proportionate 	
	Spring 2	<u>Core 2 Unit 1 Lesson 3: Responding to Others – Agony Aunts:</u> <ul style="list-style-type: none"> To talk about their views on issues that affect themselves and their class <u>Core 1 Unit 5 Lesson 4: Family Changes – Two Homes:</u> <ul style="list-style-type: none"> To understand that family units can be different and can sometimes change 	
	Summer 2	<u>Core 2 Unit 4 Lesson 2: Family Links – Family Tree:</u> <ul style="list-style-type: none"> To know and understand how the make up of family units can differ To empathise with another viewpoint <u>Core 2 Unit 4 Lesson 4: Celebrate Diversity – Inside Outside:</u> <ul style="list-style-type: none"> To understand the term ‘diversity’ and appreciate diversity within school To recognise and challenge stereotyping and discrimination 	
Year 5	Autumn 1	<u>Core 2 Unit 4 Lesson 5: Online Relationships – A Risky Business</u> <ul style="list-style-type: none"> To know that the same principles apply to online relationships as to face-to-face relationships – respect even when anonymous To be aware of risks associated with people they have never met before To know that the internet can also be a negative place e.g. abuse, trolling, bullying, harassment – impact on mental health 	
	Spring 1	<u>Core 1 Unit 1 Lesson 2: What’s Puberty?</u> <ul style="list-style-type: none"> To know about, recognise and understand changes that occur during puberty 	
	Spring 2	<u>Core 2 Unit 1 Lesson 1: Confidentiality – Secret Info</u> <ul style="list-style-type: none"> To recognise that there are many different ways to communicate To understand the need for confidentiality in certain situations 	
	Summer 1	<u>Core 2 Unit 4 Lesson 1: Physical Contact – Touch Sensitive</u> <ul style="list-style-type: none"> To know about and understand the importance of touch in a range of contexts To know the difference between appropriate and inappropriate touches 	
Year 6	Autumn 2	<u>Core 2 Unit 3 Lesson 2: Gender Stereotypes – Jobs 4 All</u> <ul style="list-style-type: none"> To learn about gender discrimination and its impact To challenge stereotyping and discrimination 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 1	<u>Core 2 Unit 4 Lesson 3: Marriage – I Promise...</u> <ul style="list-style-type: none"> • To know marriage (and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 	
	Spring 2	<u>Core 2 Unit 4 Lesson 4: Mental Wellbeing – Mind Business</u> <ul style="list-style-type: none"> • To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing <u>Core 2 Unit 4 Lesson 2 Support and Care – Connections</u> <ul style="list-style-type: none"> • To know that relationships can change as a result of growing up 	
	Summer 2	<u>Additional Units for Summer 2 – Sex and Relationships Unit</u> Lesson 1 – Forming Relationships – Changing Faces Lesson 2 – Sexual Relationships - Explanations Lesson 3 – Healthy Relationships – It must be love Lesson 4 – Unhealthy Relationships – Jeremy Smile Lesson 5 – Gender Issues Relationships – Trans: Across	

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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• 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	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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	<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	<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 • 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

Appendix 3: Parent form: withdrawal from sex education within RHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	