

Glynwood Community Primary School



Relationships & Health Education (RHE)

Last reviewed

June 2024

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1. Introduction

Relationships and Health Education (RHE) is lifelong learning about physical, moral and mental development. It is about the understanding of the importance of family life, as well as other stable and loving relationships, based on respect, love and care. It is also about keeping safe and knowing how to ask for help, if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

It is important that our RHE caters for all pupils and is respectful of how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that relationship and health education must be sensitive to the different needs of individual pupils and may need to evolve over time.

High quality RHE helps create a safe community in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- RHE plays a vital part in meeting safeguarding obligations.
- The school maintains a statutory obligation to promote their pupils' wellbeing and to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RHE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

Comprehensive relationships and health education, taught as part of the overall framework for PSHE/C in a safe environment, fosters self-esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist abuse, exploitation (including on line exploitation) and unwanted sexual experience.

A comprehensive programme of RHE provides accurate information about the body and health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

The school recognises that relationships and health education is for all pupils in the school taking account all of their needs e.g. gender, sex, religion, sexual orientation, special educational needs, maturity, ability etc.

2. Aims and Objectives of RHE

Aim:

Our aim is to contribute to promoting the spiritual, moral, emotional and physical development of pupils at the school and to prepare pupils for opportunities, responsibilities and experiences of adult life.

Objectives:

- To develop confidence in talking, listening and thinking about feelings and relationships
- To develop the ability to name parts of the body correctly and understand how bodies work
- To prepare pupils for puberty
- To develop positive attitudes and explore and clarify values
- To understand how babies are conceived and born
- To build self-esteem and self-confidence
- To teach about relationships, love and care and the responsibilities of parenthood
- To help children develop skills to enable them to understand difference, respect themselves and others
- To help children move with confidence from childhood to adolescence
- To help students develop the skills and understanding they need to live confident, healthy and independent lives
- To raise awareness of how to keep E-safe (see separate policy)
- To develop positive attitudes around British values and living within a multicultural British Society
- To raise awareness of health and well being
- To teach children to develop financial responsibility

3. RHE Programme Content Overview

From September 2020, Relationships and Health Education is compulsory in all primary schools as set out in the DfE Guidance. Primary schools are not required to provide Sex Education (i.e. Conception and childbirth). At Glynwood, we teach age-appropriate elements covered by statutory Health Education (i.e. the changing adolescent body) and in the science curriculum (as part of life-cycles).

We must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 (children are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned).

All schools are obliged to have an up-to-date policy for Relationships and Health Education (RHE) that describes the content and organisation of RHE, and these details are included within this policy. This policy is available to parents / carers on request and is available on the school website. It is our governors' responsibility to ensure that the policy is developed and implemented effectively.

Below is a summary of Health and Relationships themes covered with in our PSHE/C curriculum at Glynwood:

Early Years

In Early Years, RHE is covered through the 'Birth to 5' curriculum, under the Personal Social Emotional Development section. Here children work towards being able to do the following;

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (Self-Regulation).
- Manage their own basic hygiene and personal needs, including dressing and going to the toilet. (Managing self).
- Explain the reasons for rules and know right from wrong (Managing self).
- Work and play together co-operatively and take turns with others. (Building Relationships).
- Can show sensitivity to their own and to others' needs. (Building Relationships).

Year 1

Autumn Term	Spring Term	Summer Term
Personal Development	Relationships	Citizenship
Discussing and writing the class charter	Thinking of others	Your responsibilities
Who are you? What do you like?	Getting well with others	Your communities
Is it fair?	The same but different	All around – How do you look after places and things?
Right and Wrong	Families and friends	Disability Awareness Project (Blindness/ Deafness alternate years)
What do you think?	Families and friends	Disability Awareness Project
What matters?	No Bullies	Disability Awareness Project
Feelings		Disability Awareness Project
Doing things well		

Year 2

Autumn Term	Spring Term	Summer Term

Personal Development	Relationships (KidSafe)	Citizenship
Discuss and write the class charter	KidSafe - Building trust	The school community
Your special qualities	KidSafe – Bullying. Saying ‘No!’	People in the local community
Playing fair	KidSafe – Computer/Internet safety, age ratings	The local environment
Doing the right thing	KidSafe – keeping our bodies safe and children’s rules to help with this.	British Values – my country
Different views	KidSafe – Parents/Carers arguing	British Values – pride and achievements
Feeling good, feeling bad	KidSafe – Mental health	British Values – respect and diversity
Learning from experience	Thinking of safety	British Values – What makes me proud to be British?
Setting targets		

		Year 3	Year 4	Year 5	Year6
Personal Development	Self	Who am I?	Recognising feelings	Individual worth	Growing independence
	Development	My abilities	Causes of feelings	Setting goals Learning from mistakes	New skills
	Other people	Similarities and differences	Points of view	Expressing feelings	Respecting others
	Preparing for the future	Using abilities	New challenges	Handling emotions	Saving for the future
Relationships	Friends	Togetherness Being a friend	Changing friendships Keeping in touch	Different kinds of love	Keeping good friends
	Feelings	Thinking of others	When to keep secrets	Respecting others	Resolving differences

	Conflict	Arguments and bullying	Family fall-outs	Teasing and offensive behavior	Dealing with bullying
	Other People	Different customs	Judging by appearances Accepting differences	Belonging to different groups	Celebrating variety
Citizenship	Rules	Right and wrong Need for rules	Different viewpoints	Telling the truth	Interpreting right and wrong Why laws are needed
	Responsibilities	My responsibilities	Antisocial behavior Accepting responsibility	Consequences of actions Sharing responsibilities	Individual and common rights Antisocial behaviour
	Communities	Caring communities	Social choices	Community services Group decisions	Choices
	Environment	Looking after the environment	Making the difference	Environmental issues	Pressure groups
Lifestyle	Growing and Changing	How we change	Changing bodies and lifestyles A baby's development	Choosing to be clean	Preparing for change New responsibilities
	Health	Emergencies	Work and Leisure Exercise Coping with stress	Harmful substances	Mental health Drugs Reducing infection
	Safety	Keeping safe Safe choices	Personal safety	Acting responsibly	Personal safety
	Skills	Dealing with persuasion	Resisting pressure	Interpreting information	Coping with pressure

Additional to this, Year 6 we also include a unit on British Values and in Years 3 and 5 we have a unit focusing on Disability Awareness.

KS2 Kidsafe covers...

KidSafe (FP2) – Feelings, Trusting intuition, Bereavement.

KidSafe (FP2)- Bullying: what prevents a child from telling if they are being bullied: concept of trust.

KidSafe (FP2) – Part 1 Identifying emotional impact and harm that may happen as a result of watching/playing violent films/games. Identifying the choices children have.

KidSafe (FP2) – Part 2 Identifying examples of cyber bullying

KidSafe (FP2) – Anger: what it is and how to deal with it.

KidSafe (FP2) – Revisit Parents/ carers arguing and the impact on children.

Additional KS2 KidSafe Units to be used if/when required:

- Cyber Bullying Prevention and Safe use of the internet
- Peer Pressure
- Emotional impact on and harm children experience as a result of watching/playing inappropriate films/games
- Domestic abuse and its impact on children
- Yr5/6 Positive Mental Health and Emotional Wellbeing
- Y6 Developing a safe culture to prevent harmful sexual activity online and face-to-face

Year 6 British Values covers...

- Intro & Democracy
- Toleration of those with different beliefs or faith
- The rule of law
- Mutual respect British Values – Individual Liberty

Disability Awareness

Year 3 Disability Awareness projects look at Dyslexia and Dyspraxia

Year 5 Disability Awareness projects look at Cerebral Palsy and the Paralympics

4.Planning and delivery

The RHE at this school is firmly embedded in the *SMSC* framework and will help children learn to respect themselves and others, and move with confidence from childhood, through puberty and into adolescence.

The school believes that the responsibility for planning and delivering this curriculum lies firmly with the teaching staff based on the needs of the pupils. RHE is taught by classroom teachers and TA's sometimes supported by the school nurse.

It is recognised that there may be occasions when it is felt more appropriate to deliver aspects of the work in single gender. The same curricular content will be delivered to both boys and girls when this occurs.

A variety of teaching strategies are used in this area of the curriculum. This includes group work, discussion, pair work, role play, individual work, reflection, circle time, film clips, use of children's fiction books etc.

'Effective relationships and health education 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/C and the National Curriculum.

RHE is monitored through inspection of short term planning and classroom visits and it is evaluated through discussion with staff, parents and pupils, and end of unit evaluations. This area of the curriculum is constantly under review as a result of feedback from pupils and staff involved in teaching.

There is recognition within the school that there are different values, arising not only from religion, but also from social circumstances and upbringing. Staff need to be sensitive to these issues, and take into account a variety of different values bases when planning and delivering this programme of work.

DfE Guidance 2019 on Relationships Education states that by the end of Primary School:

	Pupils should know...	How Glynwood provides that solution
Families and people who care for me	<p>that families are important for children growing up because they can give love, security and stability. R2 R6</p> <ul style="list-style-type: none"> 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. R1, R4 R8 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. H22, R3, R2, R7 that stable, caring relationships, which may be of different types, are at the heart of happy families, 	<p>All of these aspects are covered in lessons within our PSHE/C or Science lessons.</p> <ul style="list-style-type: none"> Relationships topic Kidsafe Assemblies

	<p>and are important for children’s security as they grow up. R3 R1, R6, R7</p> <ul style="list-style-type: none"> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. R4 R3, R5 • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. R5 R4, R9 	
Caring Friendships	<p>how important friendships are in making us feel happy and secure, and how people choose and make friends. R6, R10</p> <ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. R6, R11 • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. R7 R13, R14 • 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. R8 R16 • 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. R9 R19 	<ul style="list-style-type: none"> • Relationships Topic • Kidsafe • Assemblies
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. H22, R23, L4, L6, R32, R33, L6 • practical steps they can take in a range of different contexts to improve or support respectful relationships. R6, R8 R33, R34 • the conventions of courtesy and manners. R22 R33 	<ul style="list-style-type: none"> • Citizenship • Relationships • Kidsafe • Personal Development • Assemblies

	<ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness. H21, H23, R22, R31 • 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. R22, H22, R31 • 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. R10, R11, R12, R19, R20, R28 • what a stereotype is, and how stereotypes can be unfair, negative or destructive. L4 R21, L7, L8, L9 • the importance of permission-seeking and giving in relationships with friends, peers and adults. R15, R17, R22, R26 	
Online Relationships	<p>that people sometimes behave differently online, including by pretending to be someone they are not. R14 R23</p> <ul style="list-style-type: none"> • 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. R12 R24, R30, R31 • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. R20 R24, R29 • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. R15 R24 • how information and data is shared and used online. H34 L13, L14 	<ul style="list-style-type: none"> • E-safety lessons • IT lessons • Kidsafe • Relationships topic
Being Safe	<p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R17 R22</p> <ul style="list-style-type: none"> • 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. R13, R18, R27 	<ul style="list-style-type: none"> • Relationships Topic • Kidsafe • Science lessons

	<ul style="list-style-type: none"> • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. R13 H45, R25 • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. R14, R15, R19, R24 • how to recognise and report feelings of being unsafe or feeling bad about any adult. R20 R29 • how to ask for advice or help for themselves or others, and to keep trying until they are heard. R20 R29 • how to report concerns or abuse, and the vocabulary and confidence needed to do so. R20 R29, H45 • where to get advice e.g. family, school and/or other sources. R20 R29 	
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5. Values Framework

Relationships and Health Education is supported by the school's wider curriculum for personal, social, health and economic education/citizenship. In this way we can ensure that pupils:

- Receive their Relationships and Health Education in the wider context of relationships
- Are prepared for the opportunities, responsibilities and experiences of young adult life

The school believes that RHE:

- Is an integral part of a lifelong learning process, beginning in early childhood and continuing into adult life.
- Is an entitlement for all children irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religious tradition.
- Should foster self-esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist unwanted, exploitation and abuse
- Should be mindful of children's earlier experiences
- Should provide consistent messages
- Should be continuous and progressive
- Should support children as they move from childhood through puberty to adolescence

- Should provide opportunity for discussion and clarification around values and attitudes
- Should provide accurate, unbiased information

The underlying values which underpin the whole of this work are based on respect for others, the development of positive relationships, and personal choice. The right of children and young people to have balanced, factual information and the need to have an opportunity to discuss issues in a safe and supportive environment are the cornerstones to the programme.

It is hoped that our comprehensive programme of RHE will promote self-esteem and emotional well-being and will help pupils to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, the school, work and in the community.

It will meet the needs of everyone; boys as well as girls, those with physical, learning or emotional disabilities, those with a religious or faith tradition, whatever their culture and whatever their sexual and gender identity.

RHE is delivered in a safe, supportive environment where pupils feel able to discuss sensitive issues in an honest, open forum. When dealing with questions teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting.

Answering sensitive questions:

- Staff will always stay within the learning intentions of the lesson, which are age appropriate.
- They will answer factually; giving knowledge and information appropriate to the developmental age of the pupil, and in line with DFEE Guidance 0116/2000.
- If a question is not age-appropriate, staff may reflect this back to the child and suggest they ask it at home or to another trusted adult.
- If a question is beyond the remit of the lesson, it may be shared with the parent/carer so an appropriate answer can be agreed and answered by the teacher or at home.
- Some questions may be answered individually, rather than to the whole class, if this is more appropriate.
- Children may also be signposted to support if a question suggests the child needs help if there is a potential safeguarding concern.
- Children have access to a question box to post questions.

6.Guidance for Staff

The school must make sure that the needs of all pupils are met. Children and young people, whatever their sexual and gender identity, need to feel that RHE is relevant to them and sensitive to their needs. Teachers can and should deal honestly and

sensitively with sexual and gender identity, answer appropriate questions and offer support.

The issue of sexual and gender identity is one that will feature in discussions about sexuality. When it does arise, teachers should deal with the subject honestly and sensitively, giving age appropriate objective information, allowing balanced discussion and challenging homophobic comments.

Staff need to be aware that effective RHE, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Disclosures from children may take place at an inappropriate place or time. If this happens, an adult should talk again individually, to the child before the end of the school day.

Staff should follow the child protection procedures, should this arise, and liaise with the designated teacher for child protection.

7. Teaching strategies

A variety of teaching strategies should be used to enhance this area of work. These should include the early setting of ground rules, the use of distancing techniques, pre-arranged ways of dealing with questions and time for reflection.

Use of such strategies will create a safe learning environment for staff and pupils alike.

There are 3 elements of good relationships and health education and these are interdependent. They are:

- Values, attitudes and beliefs
- Personal and social skills
- Acquiring and understanding accurate, unbiased knowledge

Knowledge alone will not promote sexual and emotional health and well-being. A proper consideration of values, attitudes and beliefs is closely related to development of personal and social skills and to acquiring and understanding accurate information.

Within the context of talking about relationships, pupils will be taught about the nature and importance of marriage for family life and the bringing up of children, but will understand that there are strong and mutually supportive relationships outside of marriage. They will have the opportunity to talk about feelings, values and attitudes and will learn how to have respect for themselves and others, and how to understand and appreciate difference.

It is acknowledged that RHE deals with some very sensitive issues but the following points are very important:

- Correct terminology should be used when naming body parts, whilst recognising that there are 'pet' or 'family' words that may be used at home
- Pupils or everyone will need to be prepared for puberty before the onset of puberty.
- The issue of masturbation may arise. Appropriate questions will be answered honestly and openly, but whether this is in front of a class or on an individual basis will be decided dependent on the situation.

8. Adaptation/SEND

PSHE/C and RHE lessons are written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their class. To support this adaptation, many lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. Staff should model activities for those children who need this additional support, and for some pupils 1:1 support will be provided.

During group discussions, differentiated questions should be asked by staff so that ALL children are able to understand, answer and contribute to the conversation.

Instructions should be kept short or given step-by-step for SEND children so they are able to follow and complete their work successfully. Staff should also allow extra time for those who require it.

9. Parental rights

The school believes that Relationships and Health education is the right of every pupil and encourages active participation and involvement in the curriculum. These lessons are statutory in Primary schools and therefore **parents do not have the right to withdraw their child from them** (this includes lessons about puberty). Children learning correct terminology for body parts is part of our statutory safeguarding obligation and we do not consider this to be sex education from which parents/carers can also withdraw.

Parents/ carers have the right to see sample materials used within the teaching of PSHE/C and RHE and can do so by prior appointment with a member of staff. As many PSHE/C materials are copyright the school is not permitted to put teaching materials on the public facing website, or provide electronic/ paper copies of materials to parents and carers at home.

It is possible that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour outside of the 'taught' course. Provided that such discussion is relatively limited and set within the context of the subject

concerned, it will not necessarily constitute part of 'Relationships and Health education'.

In such a case, teachers will need to balance the need to give proper attention to relative issues.

10. The Equality Act 2010

This act made gender reassignment a protected characteristic for pupils and staff. It includes not only those going through medical procedures to change their sex but also those taking steps to live in the opposite gender or proposing to do so.

The act makes it unlawful to discriminate against, harass or victimise pupils or potential pupils:

- In regards to admissions
- In the way education is provided to pupils
- In the provision of access to any benefit, facility or service or
- By excluding a pupil or subjecting them to any other detriment

(information from the Equality Act 2010 and the Schools – Departmental advice for school leaders, school staff, governing bodies and local authorities)

<https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Feur02.safelinks.protection.outlook.com.mcas.ms%2F%3Furl%3Dhttps%253A%252F%252Fwww.equalityhumanrights.com%252Fequality%252Fequality-act-2010%252Ftechnical-guidance-schools-england%26data%3D05%257C02%257CVickyNellis%2540Gateshead.Gov.UK%257C7b2b0c5dfce64531f82b08dc02324eb4%257C09fbb97943174d219cb6e58811169cd8%257C0%257C0%257C638387662290056059%257CUnknown%257CTWfPbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%253D%257C3000%257C%257C%257C%26sdata%3DeUGr7AR1tqTE6HgftF0p6eQR4YqQoySKeT8TvWG%252F%252BA0%253D%26reserved%3D0%26McasTsid%3D20893&McasCSRF=fdb8f166e6c4b71064849a076eac299167aa540af0090bfeef956741686394b0>

11. Equality Statement

Glynwood Primary School aims to ensure that people are treated solely on the basis of their abilities and potential, regardless of race, nationality, ethnic origin, religious belief, gender, gender reassignment, sex, sexual orientation, disability, socio-economic background or any other inappropriate distinction. Positive attitude by staff and children to gender equality, cultural diversity and special needs of all

kinds must be clearly promoted. Our school recognises the child's self-perception can be influenced by his/her environment and the school aims to enhance children's self-esteem and self-confidence by positively working to reduce any gender bias and promoting equality of opportunity. Our school recognises that as children mature and their relationships with peers of both sexes develop, their perception of roles alters. Such perceptions are influenced by other factors including home, peer groups and the media.

Our school holds that differences are to be celebrated and a community is strong when it values and recognises these differences.

Updated June 2024

K.Walker and V.Nellis

Information and Resources

Guidance documents:

PSHE Guidance - <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

RSHE Guidance -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf

RSHE Guidance for parents -

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Keeping children safe in education -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/keeping_children_safe_in_education_sep_2020.pdf

This policy will be reviewed regularly and will be next updated in 2026, or if changes to the curriculum or organisation within the school, or new guidance from the Government determine that it should be sooner. Those responsible for updating this policy are Mrs. Nellis, Mrs. Walker and Miss McHugh.