



Colvestone Primary School

Relationships and Health Education (RHE) Policy

Revised and updated by PSHE subject leader
Nasima Ephraim

July 2022

Rational and ethos

Colvestone is an equal opportunities school and PSHE is taught in line with our school values (see PSHE policy). All pupils within school will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language and physical ability. Some key points are: Equality of opportunity is a cross-curricular issue; opportunities are identified and utilised in each curriculum area or topic. Staff practice and awareness ensures equality permeates throughout our work.

Definition of RHE:

RHE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction and physical and mental wellbeing. RHE also gives children and young people essential skills for building positive, enjoyable, respectful relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RHE involves a combination of sharing information and exploring issues and values.

RHE is not about the promotion of sexual activity or orientation.

The aims of RHE in our school are to:

- Support the development of self-respect, empathy for others and promote the development of skills to manage conflict peaceably.
- Raise the self-esteem and confidence of children in a supportive and open environment that allows them to develop their own sense of self.
- Learn how to recognise and avoid exploitation and abuse including online.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Provide children with the knowledge and understanding of how to keep safe and be in control of their bodies.
- Help prepare children for puberty, transition to secondary school and transition to adulthood.

Our overall aim of RHE is to foster a positive view of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health.

RHE is a part of PSHE which is guided by our school values:

Charity
Openness
Lifelong learning
Vote
Enriching
Safety
Tolerance
Origin
Neighbourly
Equality

Roles and Responsibilities

The RHE programme will be led by the PSHE lead (Nasima Ephraim) and the Inclusion manager (Jennifer Hippolyte). It will be taught by class teachers and supported by the Senior Leadership Team (SLT).

Teacher Responsibilities

To ensure that the personal beliefs and attitudes of adults will not influence the teaching of RSE, all individuals contributing to the curriculum must do so in line with the RSE policy. Adults will be given CPD prior to the onset of the teaching programme.

Statutory content: RHE

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at Colvestone we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present our RHE curriculum as well as hear from parents/carers about any concerns or questions they have. **We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.**

National Curriculum Science

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants. At Colvestone we therefore choose to teach science in line with the national curriculum.

Additional subject content (see appendices for full list of content)

There continues to be no right to withdraw from national curriculum science.

Health Education (Physical Health and Mental Wellbeing)

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

See appendices for full list of content.

There is no right to withdraw from Health Education

Relationships Education

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

Subject content (see appendices for full list of content)

There is no right to withdraw from Relationships Education

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RHE and any disclosures or issues arising as part of RHE, will be dealt with in line with our safeguarding policy.

Equality

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)

- The delivery of the content of RHE will be made accessible to all pupils, including those with SEND. We will draw on external expertise where the need arises.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep Colvestone a safe, inclusive and caring place for all, upholding the core values and ethos of the school

Related Policies

This policy should be read in conjunction with the following:

- PSHE Framework
- Equal Opportunities
- Behaviour Policy
- Anti-bullying Policy
- Inclusion Policy
- Safeguarding Policy

The table below shows the Relationship and Health education overview for Discovery Education.

	Autumn: Living in the wider world			Spring: Relationships			Summer: Health and Wellbeing		
	Belonging to a community	Media literacy and digital resilience	Money and work	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

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RHE Key Questions

Expectations at the end of Key Stage 1 Children should be able to answer the following questions:	Expectations at the end of Lower Key Stage 2 Children should be able to answer the following questions:	Expectation at the end of Upper Key Stage 2 Children should be able to answer the following questions:
<p>Relationships: Who is in my family? What does my family do for me? What makes a good friend? How should I treat my friends? What is bullying and what can I do about it?</p> <p>Health and Wellbeing: Where do babies come from? How have I changed since I was a baby? How are other children similar or different to me? Why are girls' and boys' bodies different? What do we call the different parts of girls' and boys' bodies? Who can I ask if I need to know something? Who can I go to if I am worried about something or feel unsafe? What things do I need to keep safe and healthy?</p> <p>Living in the Wider World: What can people do with money? How can I look after other people? How can I look after the wider world? What different jobs do people do?</p>	<p>Relationships: Why might friendships change? How can I be a good friend? What are some of the bad ways people can behave towards one another? How do I know if I am being bullied and what can I do about it? Why are some parents married and some not? Why don't all families look the same?</p> <p>Health and Wellbeing: How and why is my body changing? How do boys and girls grow differently? Why are we all different? Is it ok to be different? What makes good and bad feelings? How can I tell how other people are feeling? What are good habits for looking after my growing body? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? How do different animals have babies? What happens when you get older?</p> <p>Living in the Wider World: What is a community? What is my role in a community? What is the difference between good and bad choices? How might my choices affect people around me? How might my choices affect the environment</p>	<p>Relationships: What are the important relationships in my life now? What is love? How do we show love to one another What are the different kinds of families and partnerships? What should I do if someone is being bullied or abused? Can relationships be harmful? How can I say 'no' to someone without hurting their feelings?</p> <p>Health and Wellbeing: What is puberty? Does everyone go through it? What changes happen during puberty to boys and girls? How can I look after my body now I am going through puberty? How can girls manage periods (menstruation)? How will my body change as I get older? What kinds of feelings come with puberty? How can I cope with these different feelings and mood swings? How does a baby develop? How is it born? Where can I find information about puberty? How can I find reliable information about these things safely on the internet?</p> <p>Living in the Wider World: What jobs might I like to do? What things might I need to do to get that job? What things can I do to earn money safely? How can I save money? Where can I keep my money? What is the media? Should I believe everything I read online? What things can I share on social media? What should I do if I see something inappropriate online? Can I believe everything I see on TV about perfect bodies/relationships... to be true?</p>

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RHE and Science curriculum links

Year 1	
Science topic - Animals including humans	Relationships and Health education
Name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.	<p>To know the importance of valuing oneself</p> <p>To recognise that everyone is different</p> <p>To recognise their bodies' capabilities and uniqueness</p> <p>To know that there are different types of family and all families have special roles in children's lives</p> <p>To understand what friendship is</p> <p>To recognise most children can make choices.</p>
Year 2	
Science topic - Animals including humans	Relationships and Health education
<p>Explain that animals, including humans, have babies which grow into adults.</p> <p>Explain the needs of animals, including humans, for survival.</p> <p>Explain the importance of exercise, eating healthily and keeping clean.</p>	<p>To understand and respect differences and similarities between boys and girls</p> <p>To explore some of the differences between males and females and to understand how this is part of the life cycle.</p> <p>To focus on sexual difference and to name body parts.</p> <p>To appreciate that everyone needs to be cared for</p> <p>To learn why it is important to keep clean.</p>
Year 3	
Science topic - Animals including humans	Relationships and Health education
<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Explain why humans and some other animals have skeletons and muscles.</p>	<p>To recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify an area that needs to be strengthened. To recognise and challenge gender stereotypes</p> <p>To recognise the difference between males and females including body parts</p> <p>To recognise that families are different and to challenge stereotypes about families.</p> <p>To be able to demonstrate simple decision making strategies</p> <p>To be able to use basic techniques to resist pressure.</p>

Year 4	
Science topic - Animals including humans	Relationships and Health education
<p>Explain some parts of the digestive system in humans.</p> <p>Explain the different types of teeth in humans and what they do.</p> <p>Describe and explain a variety of food chains, naming producers, predators and prey.</p>	<p>To understand the human life cycle and how the body changes.</p> <p>To identify some basic facts about puberty, reproduction and pregnancy.</p> <p>To learn about the physical changes associated with puberty.</p> <p>To learn strategies to deal with feelings in the context of relationships.</p> <p>To understand and be able to use assertiveness skills.</p> <p>To answer questions with confidence and seek help when needed.</p>

Year 5	
Science topic - Animals including humans	Relationships and Health education
<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe how some animals and plants reproduce.</p>	<p>To explore the emotional and physical changes that occur during puberty.</p> <p>To consider gender stereotyping</p> <p>To explore the impact of puberty on the body and the importance of physical hygiene.</p> <p>To explore ways to get support during puberty</p> <p>To understand that physical changes during puberty are a normal part of growing up.</p> <p>To explore in menstruation issues in detail with girl only groups.</p> <p>To appreciate the importance of friendship in intimate relationships.</p>

Year 6	
Science topic - Animals including humans	Relationships and Health education
<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>To explore the emotional and physical changes that occur during puberty.</p> <p>Learn about the roles and responsibilities of carers and parents.</p> <p>To appreciate the importance of friendship in intimate relationships.</p> <p>To know where to seek advice or support</p>

