



Middlewich Primary School

Relationships and Health Education Policy



1. Aims

The aims of relationships and health education (RHE) at Middlewich Primary School are to:

- Provide a framework for teaching pupils about healthy, safe and respectful relationships with both children and adults.
- Provide a framework in which sensitive discussions can take place in a safe environment.
- 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.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Teach pupils the importance of physical health and emotional well-being.

2. Statutory requirements

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](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum (National Curriculum) and the school's RHE 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 Middlewich Primary School we teach RHE as set out in this policy.

3. Policy development

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

- Initial review – the headteacher and deputy headteacher pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/carer/stakeholder consultation – parents/carers and any interested parties were invited to make comment and suggestions about the policy and programme of study.¹
- Ratification – once amendments were made, the policy was shared with governors and ratified.

¹ Due to Covid restrictions, parents/carers were not able to attend to come into school to listen to a presentation on this as previously expected.

4. Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

The Middlewich Primary School curriculum is set out as per Appendix 1. This curriculum is not fixed and minor amendments may be made where necessary in consultation the headteacher.

The school have developed the curriculum in consultation with parents/carers, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this curriculum, teachers will respond in an appropriate manner, answering questions with sensitivity and awareness of the needs of the age, needs and feelings of the pupils. If pupils have particularly sensitive questions these will be listened to and if it not appropriate for the teacher to answer, the teacher will inform parents/carers of the question. The school seeks to avoid pupils searching for answers to their questions online as this may lead the children to find inappropriate material.

6. Safeguarding

We recognise that by the nature of the content of RHE lessons, it is very likely that some pupils may be affected by issues discussed in lessons. Concerns raised may be of a sensitive nature and will require the class teacher to be particularly considerate and understanding of the circumstances of individual pupils, following up any issues raised as appropriate.

Class teachers may also need to deal with safeguarding disclosures or concerns (e.g. of abuse or offending behaviour). All concerns must be reported to the Designated Safeguarding Lead and should be recorded in the usual way, in line with Child Protection and Safeguarding policy.

Class teachers may also be aware of the past circumstances of pupils who may have been directly impacted by issues covered in the lessons and those with adverse childhood experiences. In such cases, staff should be additionally sensitive when planning and delivering lessons for their class, seeking advice from senior leaders and working with parents/carers as appropriate to provide additional support for the child.

7. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Pupils have a weekly lesson.

The headteacher also delivers weekly whole school assemblies that focus on an aspect of RHE. Class teachers follow up assemblies in weekly circle time sessions, ensuring the content is further developed in an age appropriate way.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

Health education focuses on teaching the characteristics of good physical health and mental wellbeing including:

- Mental wellbeing and healthy minds
- Health and prevention
- Basic first aid

In addition:

- Online relationships and internet safety and harms are taught within the E-Safety and computing curriculum.
- Physical health and fitness are taught within the PE curriculum.
- Healthy eating is taught within the science curriculum and the design technology curriculum
- Drugs, alcohol and tobacco are taught within the science curriculum.
- Pupils in years 5 and 6 receive lessons on puberty, adolescence changes and sex education. It is at the teachers' discretion as to whether this is taught to mixed or single sex groups. Trained health professionals will work alongside the class teacher for some of these lessons.

Sex education at Middlewich Primary School will focus on the process of how a baby is conceived and born. This work taught will build upon the statutory National Curriculum objectives for science:

Year 2

- *Notice that animals, including humans, have offspring that grow into adults.*

Year 5

- *Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird*
- *Describe the life process of reproduction in some plants and animals.*
- *Describe the changes as humans develop to old age.*

Year 6

- *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.*

For more information about our RHE curriculum, see Appendices 1 and 2.

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 carers amongst other structures. We also recognise and reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We recognise that because of the sensitive nature of some areas to be taught within the RHE curriculum, additional support may need to be given to pupils with SEND to ensure all teaching is made appropriately accessible.

Additional support may include: small group or 1:1 work, differentiated resources (for example, Fiona Spears Curriculum), pre-teaching, additional resources for parents/carers to share at home.

8. Roles and responsibilities

8.1 The governing board

The governing board has delegated the approval of this policy to the Pupil Welfare, Curriculum and Partnerships Committee.

8.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from the non- statutory components of RHE (see section 8).

8.3 Staff

Staff are responsible for:

Delivering RHE in a sensitive way, showing consideration of individual children's particular circumstances

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 non- National Curriculum science 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 class teachers are responsible for the teaching of RHE. On occasion HLTAs or the deputy headteacher may cover a class and teach RHE. Because of the sometimes sensitive nature of the subject, RHE will not be taught by supply teachers.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their children from relationships and health education as this is a statutory part of the National Curriculum from September 2020.

Parents/carers do have the right to withdraw their children from the non-statutory 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.

10. Training

Staff are trained on the delivery of RHE as part of their induction and it is included in as part of annual continuing professional development.

The headteacher will also invite visitors from outside the school, such as school nurse, to provide support and training to staff teaching RHE as appropriate.

11. Monitoring arrangements

The delivery of RHE is monitored by the deputy headteacher through:

- Learning walks
- Work scrutinies
- Discussions with staff
- Discussions with pupils

Pupils' development in RHE is monitored by class teachers.

This policy will be reviewed by the Headteacher, annually. At every review, the policy will be approved by the Pupil Welfare, Curriculum and Partnerships Committee

Approved by: PWCP Committee

Date:

Last reviewed on: Spring 2024

Next review due by: Spring 2026

Appendix 1: Relationships and Health Education Curriculum map

| | Autumn I | Autumn II | Spring I | Spring II | Summer I | Summer II |
|------------------|--|--|---|--|--|--|
| Reception | <ul style="list-style-type: none"> • Respectful relationships • Being safe I | <ul style="list-style-type: none"> • Mental Wellbeing | <ul style="list-style-type: none"> • Health eating • Caring Friendships | <ul style="list-style-type: none"> • Respectful relationships II • Being safe II | <ul style="list-style-type: none"> • Families • Being Safe III | <ul style="list-style-type: none"> • Health and prevention • Basic first aid |
| Year 1 | <ul style="list-style-type: none"> • Respectful relationships • Being safe I | <ul style="list-style-type: none"> • Mental Wellbeing | <ul style="list-style-type: none"> • Healthy eating • Caring Friendships | <ul style="list-style-type: none"> • Respectful relationships II • Being safe II | <ul style="list-style-type: none"> • Families • Being Safe III | <ul style="list-style-type: none"> • Health and prevention • Basic first aid |
| Year 2 | <ul style="list-style-type: none"> • Respectful relationships • Being safe I | <ul style="list-style-type: none"> • Mental Wellbeing | <ul style="list-style-type: none"> • Healthy eating • Caring Friendships | <ul style="list-style-type: none"> • Respectful relationships II • Being safe II | <ul style="list-style-type: none"> • Families • Being Safe III | <ul style="list-style-type: none"> • Health and prevention • Basic first aid |
| Year 3 | <ul style="list-style-type: none"> • Respectful relationships • Being safe I | <ul style="list-style-type: none"> • Mental Wellbeing | <ul style="list-style-type: none"> • Healthy eating • Caring friendships/online relationships | <ul style="list-style-type: none"> • Respectful relationships II • Being safe II | <ul style="list-style-type: none"> • Families • Being Safe III | <ul style="list-style-type: none"> • Health and prevention • Basic first aid |
| Year 4 | <ul style="list-style-type: none"> • Respectful Relationships • Being safe I | <ul style="list-style-type: none"> • Mental Wellbeing | <ul style="list-style-type: none"> • Health eating • Caring friendships/online relationships | <ul style="list-style-type: none"> • Respectful relationships II • Changing adolescent body (2 lessons) | <ul style="list-style-type: none"> • Families • Being Safe II | <ul style="list-style-type: none"> • Health and prevention • Basic first aid |
| Year 5 | <ul style="list-style-type: none"> • Respectful relationships • Being safe I | <ul style="list-style-type: none"> • Mental Wellbeing | <ul style="list-style-type: none"> • Healthy eating/choices • Caring friendships/online relationships | <ul style="list-style-type: none"> • Respectful relationships II • Basic first aid | <ul style="list-style-type: none"> • Families • Being Safe II | <ul style="list-style-type: none"> • Health and prevention • Changing adolescent body and conception & birth |
| Year 6 | <ul style="list-style-type: none"> • Respectful relationships • Being safe I | <ul style="list-style-type: none"> • Mental Wellbeing | <ul style="list-style-type: none"> • Healthy eating/choices • Caring friendships/online relationships | <ul style="list-style-type: none"> • Respectful relationships II • Changing adolescent body and conception & birth | <ul style="list-style-type: none"> • Families • Being Safe II | <ul style="list-style-type: none"> • Health and prevention • Basic first aid |

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 |

| TOPIC | PUPILS SHOULD KNOW |
|------------|--|
| 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 2: By the end of primary school pupils should know

Health Education

| TOPIC | PUPILS SHOULD KNOW |
|------------------|--|
| Mental wellbeing | <ul style="list-style-type: none">• 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 are feeling and how they are 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 is 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 are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• It is 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. |

| TOPIC | PUPILS SHOULD KNOW |
|-----------------------------|--|
| Internet safety and harms | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 are worried about their health. |
| Healthy eating | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------|---|
| Health and prevention | <ul style="list-style-type: none"> • 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 are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |

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 | |
| | |