

INGLEBY MILL PRIMARY SCHOOL



Relationships and Health Education Policy

July 2022

Mrs Coverdale
Due to be reviewed July 2025



Imagine
Make a Difference
Persevere
Succeed

At Ingleby Mill we aim to ensure that our whole community provides children with the opportunity for growth and development through the acquisition of skills, attitudes and knowledge in a safe, encouraging and sometimes challenging environment.

Relationships and Health Education at Ingleby Mill Primary School

Parties involved in the Relationships and Health Policy development and consultation

- IMPS staff including PSHE subject leadership group
- Parents contributing feedback and views about RHE provision
- Head teacher
- Governing body

The policy reflects the DfE 2020 Relationships and Health Education statutory guidance and guidance from the PSHE Association (as this policy is closely linked to the PSHE policy).

It will be updated every three years in line with Government reviews.

All school personnel, parents and carers have been made aware of this policy. This policy will be made available to view via the schools' website. Hard copies will also be available from the school office.

Why do we refer to Relationship and Health Education as Life Lessons?

We want our children to understand the importance of the Relationship and Health Education curriculum and Personal, Social, Health and Economic Education (PSHE) on their lives now and in the future. We feel by calling these subjects Life Lessons, it will help the children to make links and easily identify with these subjects.

Why do we teach Relationship and Health Education?

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Aims and Outcomes of Relationship and Health Education in the curriculum

The overall aim of RHE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

Relationship and Health Education provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

Morals, Values, Equalities and Safeguarding

The RHE programme at Ingleby Mill Primary reflects our ethos, and demonstrates and promotes the following:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.
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Content of the RHE Programme

The learning outcomes programme can be found at the end of this policy.

How Relationships and Health Education is organised in the curriculum.

RHE (Life lessons) is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health Education; Science; Computing and PE. Most aspects of RHE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child. RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Resources used are flexible in order to meet the needs of the pupils and curriculum.

Correct medical vocabulary will be used throughout the RHE and PSHE curriculum.

RHE (Life Lessons) is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and discussions to name just a few.

External agencies can be invited to support the delivery of RHE (Life Lessons). These include: the school nurse and the police. External agencies and visitors are familiar with and understand the school's RHE policy and safeguarding policy and work within these documents. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Parental/Carer involvement

The school is committed to working with parents/carers and believes that it is important to have the support of parents/carers and the wider community for the Life Lessons (PSHE and RHE programme). Parents/carers are given opportunities to give their views on the RHE policy and future updates. To promote effective communication and discussion between parents/carers and their children we notify parents/carers through curriculum letters and the school website about when particular aspects of RHE will be taught. We also encourage an open-door policy to help ensure that parents/carers can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parental/Carer rights to withdraw their children

Sex education is not compulsory at primary school, at Ingleby Mill Primary we do not teach sex education. Sex education is the only aspect of the curriculum that parents have the right to withdraw their child from. Puberty and changes to adolescent body are part of physical health education, which is statutory and therefore parents/carers do not have the right to withdraw their child from this element of the curriculum. If you have any concerns about the content of what is taught, we would recommend that you speak with the head teacher to discuss your concerns.

Answering Difficult Questions

Staff are aware that views around RHE related issues are varied. However, while personal views are respected, all RHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but

also respect others who may have a different opinion. Both formal and informal RHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

Inclusion and Equality

The RHE policy reflects and is in line with the equal opportunities policy and ensures that the RHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RHE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offer support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Ingleby Mill Primary and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Safeguarding and Child Protection Issues

RHE discussions may prompt a pupil to disclose about related incidents; for example, FGM, Forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead who acts as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues.

How the Relationships and Health Education Programme is Recorded, Monitored, Evaluated and Assessed

Recording of RHE work may go in the Life Lesson exercise book. Not all RHE lessons have a recorded activity. Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic thought maps, drawings, task outcomes, questioning and observation. Marking of RHE is in line with the foundation subject marking policy. Staff use Target Tracker to record attainment and progress. Team Leaders monitor this data and discuss if necessary during Pupil Progress Meetings.

Professional Development for Staff

Staff are kept informed of developments in key aspects of RHE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and professional development days.

Links to other policies

This RHE Policy is supported by, but not limited to:

PSHE Policy

SEND Policy

Behaviour Policy

Health and Safety Policy

Safeguarding/Child Protection Policy

Equality Policy

RELATIONSHIPS EDUCATION (PRIMARY)

	<p>By the end of primary school: Pupils should know:</p>
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability.
	<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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<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.
	<ul style="list-style-type: none"> 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.
	<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.
	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.

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.
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships.
	<ul style="list-style-type: none"> the conventions of courtesy and manners.
	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive.
	<ul style="list-style-type: none"> 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.
	<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.
	<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
	<ul style="list-style-type: none"> how information and data is shared and used online.

Being safe

- *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.*

HEALTH EDUCATION (PRIMARY)

Mental wellbeing	By the end of primary school: Pupils should know:
	<ul style="list-style-type: none">• <i>that mental wellbeing is a normal part of daily life, in the same way as physical health.</i>
	<ul style="list-style-type: none">• <i>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.</i>
	<ul style="list-style-type: none">• <i>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.</i>
	<ul style="list-style-type: none">• <i>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</i>
	<ul style="list-style-type: none">• <i>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</i>
	<ul style="list-style-type: none">• <i>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</i>
	<ul style="list-style-type: none">• <i>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</i>
	<ul style="list-style-type: none">• <i>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</i>
	<ul style="list-style-type: none">• <i>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).</i>
<ul style="list-style-type: none">• <i>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.</i>	

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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity).
	<ul style="list-style-type: none"> 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).
	<ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals.
	<ul style="list-style-type: none"> 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.
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.
	<ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
	<ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle.