



Our school motivates and inspires us to have high expectations, to embrace our unique individuality and celebrate diversity in a safe environment. Our values and principles reflect our ambition to be responsible citizens for today, tomorrow and the future.

## **Adderley Primary School**

# **Relationships and Health Education (RHE) Policy**

**THIS POLICY COVERS OUR SCHOOL'S APPROACH TO CHILDREN GROWING UP AND FORMING  
POSITIVE RELATIONS**

**2023 - 2025**

**Written in accordance with DfE guidance**

<b>Agreed by:</b>	Governing Body	
<b>Review date:</b>	September 2025 (or to meet new legislation and practices)	



## **Adderley Primary School**

### **Relationship and Health Education (RHE) Policy**

(In accordance with the statutory DfE guidance on relationships education, relationships and sex education (RSE) and health education)

## **What is Relationship and Health Education?**

### **Definition**

Relationships and Health Education at Adderley Primary School is the teaching and learning of age-appropriate information to support children on their journey through childhood to adolescence. Accurate and unbiased information will be delivered to enable children to cope with real-life situations. The term 'relationship' is used with the children rather than sex education. This is to stress that our approach goes beyond the provision of biological information, to also focus on clarifying attitudes and developing self-esteem and the skills to manage relationships.

RHE is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

We firmly believe we have a duty to inform and educate pupils on how to recognise and avoid exploitation and abuse, know where to get help if needed; and respond to the shared concerns at a national and local level.

### **Aims**

The aim of RHE is to provide children with age-appropriate information, explore attitudes and values as well as develop skills in order to empower them to make positive decisions about their health-related behaviour.

The objectives of RHE are:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their feelings and behaviour, so that they can lead fulfilling and enjoyable lives;

- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language (including homophobic language) and how to respond and ask for help.

## **Curriculum and Provision**

RHE is taught sequentially, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responding to the needs they have and enabling them to successfully manage the challenges they face as they grow up.

### **National Curriculum PSHEC Programme of Study**

RHE will reflect the values of the PSHEC programme. RHE will be taught in the context of relationships. In addition, RHE will promote self-esteem and emotional health and well being to help children form and maintain worthwhile and satisfying relationships (based on respect for themselves and for others at home, school, work and in the community).

RHE that is not taught through the Science curriculum is covered through PSHEC as follows:

<b>RHE through PSHEC</b>		
	<b>Social &amp; Emotional Wellbeing</b>	<b>Personal Health</b>
<b>EYFS</b>  <b>Ourselves</b>  <b>Family</b>  <b>Hygiene</b>  <b>Body Awareness</b>	Discussions around being... Kind to others; Look after others; Sensible behaviour; Good manners and politeness; Sharing.  <ul style="list-style-type: none"> <li>• To recognise some feelings.</li> <li>• To recognise that their behaviour affects other people, especially when angry.</li> <li>• That family and friends care for each other.</li> <li>• To have identified family members and friends and the roles that they play.</li> <li>• To know who they can talk to at home and in school.</li> </ul>	<ul style="list-style-type: none"> <li>• To appreciate and value their body, its capabilities and uniqueness.</li> <li>• To understand why hygiene is important.</li> <li>• To understand some areas in which they can look after themselves e.g., dressing and undressing.</li> </ul>
<b>Year 1</b>  <b>Ourselves</b>  <b>Family</b>  <b>Friendships</b>  <b>Body Parts</b>	Discussions around being... Kind to others; Look after others; Sensible behaviour; Good manners and politeness; Sharing.  <ul style="list-style-type: none"> <li>• To be able to describe their family.</li> <li>• To understand why their families are special.</li> <li>• To identify different ways that families and individual members care for each other.</li> <li>• To have identified their special people and be able to describe what makes them special.</li> <li>• To describe who a friend is and what a friend does.</li> </ul>	<ul style="list-style-type: none"> <li>• To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents.</li> <li>• To know and value the different groups to which they belong.</li> <li>• To recognise similarities and differences between themselves and their peers.</li> <li>• To identify similarities and differences between themselves and the opposite gender.</li> <li>• To recognise and name, using the proper terminology, parts of the body and what those parts do.</li> </ul>

	<ul style="list-style-type: none"> <li>To demonstrate some skills needed to make and maintain friendships.</li> </ul>	
<b>Year 2</b>  <b>Body Development</b>  <b>Looking After the Body</b>  <b>Confidence</b>	<p>Discussions around...  Respect;  Friendship;  Trust;  Honesty;  Politeness;  Happiness.</p> <ul style="list-style-type: none"> <li>To see oneself as special, to recognise strengths, abilities and personal characteristics.</li> <li>To have begun to build self esteem and confidence by looking at their skills and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Importance of rules.</li> <li>Making healthy and safe choices.</li> <li>Importance of health and safety.</li> <li>Promoting teamwork.</li> <li>To describe how to look after particular parts of the body.</li> <li>To explain why it is important to keep clean.</li> <li>To be able to describe and carry out basic hygiene routines.</li> <li>To know what they can take responsibility for and know when they need help.</li> <li>To learn that humans produce babies which grow into children and then into adults.</li> <li>To know how they have changed since they were babies.</li> </ul>
<b>Year 3</b>  <b>Self esteem</b>  <b>Decision making</b>  <b>Safety</b>	<ul style="list-style-type: none"> <li>Managing our feelings and emotions.</li> <li>What helps people get on with other people (qualities you would look for in a friend).</li> <li>To recognise their worth as individuals by identifying positive things about themselves and their achievements a</li> <li>To be able to identify potential dangers in different environments.</li> <li>To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know.</li> <li>To demonstrate basic</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that choices require decisions.</li> <li>To be able to consider different possibilities.</li> <li>To demonstrate effective decision-making skills.</li> <li>Understand that people's actions and responses will be affected by different factors.</li> <li>Be able to recognise and challenge some stereotypes.</li> </ul>

	<p>techniques to resist pressure.</p> <ul style="list-style-type: none"> <li>• To know who they can go to for support and help.</li> <li>• Keeping safe at school, in the home, fire safety, road safety and caring for myself.</li> </ul>	
<p><b>Year 4</b></p> <p><b>Diversity</b></p> <p><b>Emotions</b></p> <p><b>Change</b></p> <p><b>Alcohol &amp; Drugs</b></p> <p><b>Personal Hygiene</b></p>	<ul style="list-style-type: none"> <li>• Feelings – things which make me happy, sad and scared (loss and mourning).</li> <li>• To be able to communicate both positive and negative emotions in different situations.</li> <li>• To identify and recognise in themselves a range of different emotions.</li> <li>• To understand how their emotions affect their interactions with other people.</li> <li>• To give examples of their actions which can affect the emotions of other people.</li> <li>• To appreciate that their emotions can lead them into risky situations.</li> <li>• To recognise that human differences and similarities arise from several factors including cultural, ethnic, racial, and religious diversity, gender and disability.</li> </ul>	<ul style="list-style-type: none"> <li>• Making healthy and safe choices.</li> <li>• Knowledge of bacteria, germs and diseases.</li> <li>• Identify methods and ways for personal hygiene.</li> <li>• Importance of staying clean.</li> <li>• Oral hygiene – dentist.</li> <li>• Drugs &amp; medicines.</li> <li>• Alcohol &amp; drug abuse.</li> </ul>
<p><b>Year 5</b></p> <p><b>Relationships</b></p> <p><b>Support networks</b></p> <p><b>e-safety</b></p> <p><b>Puberty &amp; hygiene</b></p>	<ul style="list-style-type: none"> <li>• Feelings – things which make me happy, sad, scared and embarrassed.</li> <li>• Difficult situations e.g., teasing, bullying.</li> <li>• Expressing feelings – controlling anger.</li> <li>• Keeping safe on the internet/on-line.</li> <li>• Identify people in their support network and describe why they are special to them.</li> <li>• Demonstrate that they know</li> </ul>	<ul style="list-style-type: none"> <li>• The physical and emotional changes that take place at puberty &amp; importance of staying clean (taught in single-sex groups by same sex teacher).</li> <li>• To be aware of the facts of the human life cycle.</li> <li>• To identify and describe the main physical and emotional changes that take place at puberty for boys and girls.</li> <li>• To be able to identify and</li> </ul>

	<p>how to ask for help and support.</p> <ul style="list-style-type: none"> <li>• Identify whom to ask for help in certain situations.</li> <li>• Identify some sources of outside support beyond their immediate network.</li> <li>• Identify possible risks in seeking support and how to manage these.</li> <li>• To have explored some of the differences in relationships between friends and family.</li> <li>• To be able to consider and discuss a range of family types including single parents and foster parents.</li> <li>• To have considered the meaning of the word love and the variety of different meanings that it has.</li> <li>• To have considered how other people feel in some situations and how this helps or hinders friendships.</li> <li>• To have practised skills needed to maintain relationships.</li> </ul>	<p>understand how hygiene needs to change during puberty.</p> <ul style="list-style-type: none"> <li>• To explore girls' perceptions of boys and boys' perceptions of girls in a variety of situations.</li> </ul>
<p><b>Year 6</b></p> <p><b>Resolving conflict in relationships</b></p> <p><b>Taking risks</b></p> <p><b>Stereotyping</b></p> <p><b>Puberty &amp; hygiene</b></p>	<ul style="list-style-type: none"> <li>• Friendships (who our friends are/how we make and lose friends).</li> <li>• Forming positive relationships with adults and peers.</li> <li>• To resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices.</li> <li>• Expressing feelings and how we do this – being assertive, not bullying.</li> <li>• Feelings about the future (e.g., changing schools).</li> <li>• Keeping safe on the internet/on-line.</li> </ul>	<ul style="list-style-type: none"> <li>• The physical and emotional changes that take place at puberty &amp; importance of staying clean (taught in single-sex groups by same sex teacher).</li> <li>• Making decisions – peer pressure – risk taking – avoiding drugs and alcohol.</li> <li>• To be able to explain their choices and stand by their choices in the face of pressure.</li> <li>• Keeping healthy – things that go into my body that help (e.g., some foods and medicines) and things that harm (e.g. drugs,</li> </ul>

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| <ul style="list-style-type: none"> <li>• To recognise and challenge stereotyping.</li> <li>• To have explored media's portrayal of stereotypical images (music, television, magazines etc).</li> <li>• To have practiced challenging stereotypical views in a safe environment.</li> </ul> | <ul style="list-style-type: none"> <li>• cigarette smoke).</li> <li>• To be aware of the facts of the human life cycle.</li> <li>• To identify and describe the main physical and emotional changes that take place at puberty for boys and girls.</li> <li>• To understand the biological aspects of puberty and reproduction.</li> <li>• To be able to identify and understand how hygiene needs to change during puberty.</li> <li>• To explore girls' perceptions of boys and boys' perceptions of girls in a variety of situations.</li> </ul> |
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### **Puberty lessons for Upper Key Stage 2**

We recognise the importance of teaching children about their body changes and physical development, particularly for those children in the transition year before moving to secondary schools. The school will arrange the teaching of puberty in single sex groups with the same gender teachers. We have clear parameters on what children will be taught including:

- changes in the body related to puberty, such as periods and voice breaking;
- when these changes are likely to happen;
- what issues may cause young people anxiety and how they can deal with these.

The delivery of separate lessons to boys and girls in Year 5 and 6 will be preceded by offering parents a detailed overview of the content to be taught through Parent Workshops. As a school, we will be rigorous to monitor and evaluate visual aids, such as videos, pictures etc., and other teaching aids, by providing an opportunity for parents and community groups to comment.

### **Provision of Pubertal Girls**

- Sanitary protection is available (only in emergencies) from the Pastoral Care Team / School Nurse.
- Sanitary disposal units are situated in the girls' toilets for upper phase.
- Ensuring the child has been provided with all the privacy and the sensitivity they need.



- The Pastoral Care Team / School Nurse will demonstrate where and what they need to bring into school for first time users.
- Parents are actively encouraged to inform the school (as soon as possible) if a girl has begun menstruation.

### **Teaching and resources**

A range of teaching methods which involve children's full participation will be used to teach RHE. These include use of discussion, looking at case studies, drama and role-play. As a school, we will endeavour to monitor and evaluate visual aids to ensure that they are age appropriate but meet requirements to teach RHE effectively. These will be shared with parents prior to teaching through Parent Workshops. Teaching and resources will be differentiated as appropriate to address the needs of SEND children for them to have full access to the content of RHE.

## **Working in Partnership with Parents**

Every parent and every school want to see children grow up safely and be able as an adult to enjoy the positive benefits of loving, rewarding and responsible relationships. Furthermore, they want to be informed, comfortable with the changes during puberty and emotionally supported. Parents play a vital role in providing the building blocks for healthy and fulfilling social and personal relationships while protecting their children and young people from harm.

As a school, we are committed to working in partnership with the community, through initiatives such as *Parent Voice*, and are sensitive to the religious, cultural and social needs of the community we serve. As part of our commitment, we will keep parents informed on the RHE Policy and we will involve parents in consultation to reflect their wishes.

Parents are the key people in:

- Teaching their children about growing up and relationships;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up;
- Preparing them for the challenges and responsibilities that maturity brings.

The school includes information on RHE on the school website, full details are available on request. The school informs parents when aspects of the RHE programme are taught and provides opportunities for parents to view the videos and resources being used.

## **Working with the Wider Community**

The school will form links with health professionals such as doctors, nurses and outside agencies as we recognise that people in the wider community have much to offer at all levels of planning and delivering RHE, bringing a new perspective and offering a specialised knowledge, experiences and resources.

Elements of RHE will be provided by a range of people in the wider community including health professionals, social workers, youth workers and visitors. If people other than school staff support RHE provision, they will be made aware of and agree to abide to our RHE policy before any support is given.

## **Equality**

Equal opportunities are a fundamental right for all children regardless of age, gender, race, cultural and social backgrounds, religious beliefs, physical and sexual characteristics or educational needs. To reinforce these rights, this policy will actively promote the whole school Equal Opportunities Policy.

The RHE programme will ensure that it 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'.

## **Confidentiality and Child Protection**

RHE education will take place in a secure and supportive environment, however the children will be made aware that teachers cannot offer unconditional confidentiality. All staff involved in delivering and supporting RHE should be alert to the signs of abuse (including Female Genital Mutilation), neglect and exploitation. The school has a separate Safeguarding and Child Protection Policy. Effective RHE education may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

## **Monitoring and Evaluation**

Effectiveness of the RHE policy will be monitored on-going by the SLT and PSHEC Leaders. Any recommendations in light of new legislation, OFSTED, DfE or following consultation with the school and wider community will be reported to the governors for their approval. OFSTED is statutorily required to evaluate and report on the spiritual, moral, social and cultural development of children. This includes evaluating and commenting on the school's policy for RHE.

The Governing Body, who has a duty *'to promote the well-being of the school'* (2006 Education and Inspections Act), will ensure that the RHE policy meets legislative requirements. The Governing Body will also ensure that the school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children (2010 Equalities Act). Hence, the RHE programme must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes. The RHE policy will be reviewed every 2 years or whenever legislation is updated.

## **Links to other policies**

This policy should be read alongside the following policies:

- Safeguarding & Child Protection Policy;
- Equality Policy;
- Teaching and Learning Policy;
- PSHEC Policy;
- Science Policy;
- Confidentiality Policy;
- Positive Pupil (Behaviour) Policy;
- Anti Bullying Policy.