



## **Relationships and Health Education Policy**

### **Rational**

This policy covers Wylam First School's approach to Relationships and Health Education (RHE). Current legislation and guidance from the Department for Education states that from September 2020 Relationships Education will be compulsory for all pupils receiving primary education. The school recognises that it has a statutory duty to deliver Relationships Education from September 2020 and will do so in an age appropriate curriculum.

This policy is written mindful that the school is a First School with an age range from 3 to 9 years, and as such may differ from other primary school policies which cover more focused sex education topics.

### **Definition**

We define 'relationships and health education' (RHE) as the teaching and learning about the emotional, social and cultural development of pupils, including learning about positive relationships, sexuality, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing ideas and exploring issues and values. RHE is not about the promotion of sexual activity.

### **Aims**

The focus at Wylam First School is on Relationship Education teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our RHE curriculum provides honest, medically accurate information so that pupils can learn about their bodies and keep themselves safe.

We ensure RHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring our curriculum is age appropriate and tailored to individual needs. We also ensure RHE fosters gender equality and LGBTQ+ equality by discussing how families of many forms can provide a nurturing environment for children.

The aims of RHE at Wylam First School are to:

- Help pupils develop feelings of respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Provide a framework in which sensitive discussions can take place.

## **Morals and Values**

Our programme will encourage and reflect the relationship values outlined in the National Curriculum and build upon the ethos of the school.

- Everyone has a right to feel safe.
- Everyone has the right to make informed choices.
- Everyone has the right to be different.
- We should respect ourselves and others.

RHE at Wylam First School will encompass:

- Physical, moral and emotional development.
- An understanding of different types of relationships.
- An understanding of stable, loving relationships.
- Respect, love and care.

**It is not about the teaching or the promotion of sexual activity or sexual orientation, as this would be inappropriate for the age of the children in school.**

## **Curriculum**

Our RHE programme is an integral part of our whole school PSHE education provision. The scheme of work for Wylam First School maps out units of work for each year group which progresses and returns to themes as children develop and mature through the school.

We also teach RHE through other subject areas (eg Science, PE, RE and Computing) where we feel that they contribute significantly to a child's knowledge and understanding of his/her or their own body, and how it is changing and developing. Linked with RE and Equalities children reflect on family relationships, different family groups and friendship.

Since RHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground, assemblies and our behaviour and reward policy.

Through our curriculum plans the children will:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Be able to name parts of the body correctly (including penis and vulva)
- Know how their bodies work (age appropriate).
- Know when things don't feel right and be able to ask for help and support.
- Develop the skills to ask open questions and be confident to talk about more complex issues as they grow older.

PSHE incorporating RHE overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>						
<b>Equalities (No Outsider)</b>	<p><b>‘You Choose’</b> Nick Sharratt</p> <p>I can say what I think</p>	<p><b>‘The Blue Chameleon’</b> by Emily Gravett</p> <p>I can make friends with someone different</p>	<p><b>‘Red Rockets and Rainbow Jelly’</b> by Sue Heap</p> <p>I understand that it's ok to like different things</p>	<p><b>‘The Family Book’</b> by Todd Parr</p> <p>I understand that all families are different</p>	<p><b>‘Mommy, Mama and Me’</b> by Leslea Newman</p> <p>I can celebrate my family</p>	
<b>Year 1</b>						
<b>Equalities (No Outsider)</b>	<p><b>‘Elmer’</b> by David McKee</p> <p>I know the ways in which we are different and I know how to make my class welcoming.</p>		<p><b>‘Max the Champion’</b> by Sean Stockdale</p> <p>To understand that our bodies work in different ways</p>	<p><b>‘My World, Your World’</b> by Melanie Walsh</p> <p>To understand that we share the world with lots of people.</p>	<p><b>‘Ten Little Pirates’</b> by Mike Brownlow</p> <p>To play with boys and girls</p>	<p><b>‘My Grandpa is amazing’</b> by Nick Butterworth</p> <p>To recognise people are different ages</p>
<b>PSHE</b>	<b>Relationships</b> What is the same and different about us?	<b>Relationships</b> Who is special to us?	<b>Health and wellbeing</b> What helps us stay healthy?	<b>Living in the Wider World</b> How can we look after each other and the world?	<b>Health and wellbeing</b> Who helps to keep us safe?	<b>Living in the Wider World</b> What can we do with money?
<b>Year 2</b>						
<b>Equalities (No Outsider)</b>	<p><b>‘The Great Big Book of Families’</b> by Mary Hoffman</p> <p>To understand what diversity is.</p>		<p><b>‘Just Because’</b> by Rebecca Elliot</p> <p>I know that some bodies work in different ways and I can find things that people are good at.</p>	<p><b>‘The First Slodge’</b> by Jeanne Willis</p> <p>To understand how we share the world.</p>	<p><b>‘The Odd Egg’</b> by Emily Gravett</p> <p>I know things can go wrong and I know that when things go wrong I can feel embarrassed and I can find a solution.</p>	<p><b>‘Blown Away’</b> by Rob Biddulph</p> <p>I know that everyone in my class is different, I can work with anybody and I like working with different people.</p>
<b>PSHE</b>	<b>Relationships</b> What makes a good friend?	<b>Relationships</b> What is bullying?	<b>Living in the wider world</b> What jobs do people do?	<b>Health and wellbeing</b> What helps us to stay safe?	<b>Health and wellbeing</b> What helps us grow and stay healthy?	<b>Health and wellbeing</b> How do we recognise our feelings?
<b>Y3</b>						
<b>Equalities (No Outsider)</b>	<p><b>‘Oliver’</b> by Brigitta Sif</p>		<p><b>‘This is our House’</b> by</p>	<p><b>‘Two Monsters’</b> by David McKee</p>	<p><b>‘The Huey’s in the new</b></p>	<p><b>‘Beegu’</b> by Alexis Deacon</p>

	I know that we are all different in my class and I understand how difference can make people feel excluded.		Michael Rosen  I know how someone can feel like they are outside. I know how to make sure there are no outsiders in my school.	I understand where some problems can come from and I offer a solution to the problem.	<b>jumper'</b> by Oliver Jeffers  I know why it's hard to feel different and I know how to help someone to be strong.	I know the behaviour that makes someone feel like an outsider and I know how to make someone feel welcome.
<b>PSHE</b>	<b><u>Relationships</u></b> How can we be a good friend?	<b><u>Health and wellbeing</u></b> What keeps us safe?	<b><u>Relationships</u></b> What are families like?	<b><u>Living in the wider world</u></b> What makes a community?	<b><u>Health and wellbeing</u></b> Why should we eat well and look after our teeth?	<b><u>Health and wellbeing</u></b> Why should we keep active and sleep well?
<b>Year 4</b>						
<b>Equalities (No Outsider)</b>	<b>'Dog's Don't Do Ballet'</b> by Anna Kemp  I know what assertive means and I know why being assertive is sometimes hard.		<b>'Red: A Crayon's Story'</b>  I know why people sometimes don't speak up and I know everyone in my school should be proud of who they are.	<b>'The Way Back Home'</b> by Oliver Jeffers  I know that people speak different languages and I know how languages can be a barrier. I can find ways to overcome barriers.	<b>'The Flower'</b> by John Light  I know that we have choices and I know why it's good to learn about new and different things.	<b>'King and King'</b> by Linda de Hann  I know what marriage is and I know who can get married in the UK and I know why people choose to get married.
<b>PSHE</b>	<b><u>Health and wellbeing</u></b> What strengths, skills and interests do we have ?	<b><u>Relationships</u></b> How do we treat each other with respect?	<b><u>Health and wellbeing</u></b> How can we manage our feelings?	<b><u>Health and wellbeing</u></b> How will we grow and change?	<b><u>Living in the wider world</u></b> How can our choices make a difference to others and the environment?	<b><u>Health and wellbeing</u></b> How can we manage risk in different places?

\*Fully covers PSHE, Global Citizenship, British Values, Personal Safety, Health, RSE and Mental Wellbeing.

### Monitoring and Evaluation

Pupils and teachers will critically reflect on their teaching and learning of RHE to adapt and improve the curriculum. Pupil Voice will also be used to evaluate the curriculum.

### Roles and Responsibilities

#### The Role of Parents

The school respects that the primary role in children's RHE lies with parents and carers. However, we believe that the school has a complementary role to play in delivering RHE in a holistic manner through our school curriculum. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we will:

- Inform parents about the schools RHE policy and practice.
- Answer any questions that parents may have about the RHE of their child.
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements of RHE in the school.
- Parents do not have the right to withdraw their child from relationships education.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to:

- Ensure that parents and staff are informed about our RHE policy.
- Monitor this policy on a regular basis and report to Governors on the effectiveness of the policy.

### **The Role of Staff**

Staff are responsible for:

- Delivering RHE in a sensitive manner.
- Modelling positive attitudes to RHE.
- Monitoring progress.
- Responding to the needs of individual pupils.

### **The Role of Pupils**

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

### **Policy Development**

This policy has been produced in consultation with teachers, pupils and parents/carers and we view the partnership of home and school as vital in safely delivering RHE. The consultation and policy development process involved the following steps:

1. Review - SLT reviewed all relevant information including relevant national and local guidance.
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultations - parents/ carers were invited to attend a meeting about the RHE policy.
4. Pupil consultation - we investigated exactly what pupils want from their RHE.
5. Ratification - once amendments were made, the policy was shared with Governors and ratified.

### **Complaints**

Any complaints concerning the delivery of the RHE curriculum should be addressed through the school's complaints procedure.

### **The right to withdraw pupils from RHE education**

Parents/carers can only withdraw pupils from non-statutory parts of the curriculum. Should we plan to deliver any such content parents will be consulted and informed consent will be requested.

### **Implementation**

A copy of this policy will be kept in the Safeguarding Policy file in the office and a copy will be posted on the school website.

### **Equal opportunities**

This policy applies to all pupils regardless of gender, race, creed and ability.

**This policy will be reviewed every 2 years to ensure it remains in line with DfE advice and guidance.**

### **School record of issued versions:**

<b>Date ratified by the Governing Body</b>	September 2022 
<b>Review Date</b>	September 2024