



RELATIONSHIPS AND HEALTH EDUCATION POLICY

Aims

The aims of Relationships Education and Health Education Policy at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships

Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

As of September 2021, it will become compulsory to teach Relationships Education and Health Education in all primary schools in England as part of the national curriculum. Please note it is not compulsory to teach Sex Education (SE) in primary schools, they will cover this in Secondary schools. If primary schools do teach SE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Ayscoughlee Hall School we will teach Relationships and Health Education as set out in this policy. We have been teaching this for a number of years as part of our PSHE curriculum and will update to ensure we are covering all the aspects detailed in this policy.

3. Policy development

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

- has been developed through a process of consultation with the Staff.
- opportunity to comment - consultation of the Parents.
- has been developed with consultation of the Governing Board.
- will be reviewed Spring term 2022.

4. Definition

Relationships Education (Primary) is learning the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Health Education in primary schools is learning the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

5. Delivery of Relationships and Health Education

Relationships and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum. Health education is taught within the science curriculum, and other aspects are included in P.E., Computing (e-safety) or other relevant areas of the curriculum such as the 'Cooking and Nutrition' area of Design and Technology, Forest School.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life. (More details in section 9. Proposed curriculum)

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the Relationships and Health Education policy, and hold the headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for ensuring that Relationships and Health Education is taught consistently across the school.

6.3 Staff

Staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships and Health Education. Staff who have concerns about teaching this aspect of the curriculum are encouraged to discuss this with the headteacher.

6.4 Pupils

Pupils are expected to engage fully in Relationships and Health Education and, when discussing issues related to these subjects, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents' do not have the right to withdraw their children from this subject.

8. Monitoring arrangements

The delivery of Relationship and Health Education is monitored by our PSHE Subject Lead.

Pupils' development is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Subject Lead, every three years. At every review, the policy will be approved by the governing board and the headteacher.

9. Proposed curriculum

Relationships Education and Health Education

Relationships Education

As part of our delivery of the 'Relationships Education' curriculum at Ayscoughfee Hall School, we have opted to use the PSHE Organisation materials and will be using elements of this programme to inform and enhance the teaching of this area.

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <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 (including same-sex 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	<p>Pupils should know</p> <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.
Respectful relationships	<p>Pupils should know</p> <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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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.
Being safe	<p>Pupils should know</p> <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.

Health Education

By the end of primary school:

Mental wellbeing	<p>Pupils should know</p> <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.
-------------------------	---

	<ul style="list-style-type: none"> •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.
Internet safety and harms	<p>Pupils should know</p> <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 knowhow 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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. • 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 immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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.

All of the above will be covered, below is the outline of how these key aspects will be covered as part of our PSHEE programme.

PSHEE: LONG-TERM OVERVIEW EYFS — AYSCOUGHFEE HALL SCHOOL

	Autumn		Spring		Summer	
KINDERGARTEN	Introducing each other Kind hands and feet The importance of eating and drinking Harvest	Firework safety Remembrance Children in need Families at Christmas	Caring for birds and animals Kindness	We are all different. Thank you cards and Mother's/Father's Day	Saying sorry, please thank you Being happy or sad	Sun safety Safety in the community over the summer
	(In no specific order – issues dealt with as they come up day to day- regular circle time)					
RECEPTION	Personal Development and lifestyles All About me My friendships Our Feelings, courage and bravery, feeling scared Healthy lifestyles		Citizenship How can we help? Teamwork When do we use money? Looking after our environment and animals.		Relationships Our Families Getting on with others and being a good sport Becoming independent – what can we do?	
	(Circle time and discussions weekly to discuss ELG PSED)					

PSHEE: LONG-TERM OVERVIEW KS1 & KS2 AYSCOUGHFEE HALL SCHOOL

	RELATIONSHIPS			HEALTH & WELLBEING			LIVING IN THE WIDER WORLD		
	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience (taught in ICT)	Money and work
Year 1	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	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
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour Medicines & keeping healthy	Recognising things in common and differences; playing and working cooperatively; sharing opinions.	Why sleep is important; Keeping teeth healthy; managing feelings and asking for help	Growing older; Naming body parts moving class or year	Safety in different environments; risk and safety at home; Emergencies including calls.	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Health choices and habits; what affects feelings; emotions poem; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks Personal targets	Risks and hazards; safety in the local environment and unfamiliar places	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental Wellbeing	Medicines and household products; drugs common to everyday life	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Healthy sleep habits; sun safety; medicines, Vaccinations, immunisations and allergies.	Personal Identity; recognising individuality and different qualities; mental wellbeing; Support with puberty	Keeping safe in different situations, including responding in emergencies, first aid.	Protecting the environment; compassion towards others.	How information online is targeted; different media types, their role and impact.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes.
Year 6	Attraction to others romantic relationships; civil partnership and marriage;	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	What affects mental health and ways to take care of it; managing change, loss and bereavement; Managing time online	Physical and emotional changes in puberty; external genitalia; personal hygiene routines. Taking more responsibility.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Valuing diversity; challenging discrimination and stereotypes Parliament week	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks Community topic talk from visitor. Managing transition

This policy must be read in conjunction with other related school policies:

- Curriculum Policy
- PSHEE Policy

Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS

PREPARED BY	AUTHORISED BY	LAST REVIEWED	REVIEW DATE	NO. OF PAGES
Theresa Wright	SMT	Spring 2022	Spring 2023	9