# Relationships and Health Education Policy

# Trust policy

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## Table of Contents

This policy applies to all the academies within the Harmony Trust. It is intended that there will be a trust wide approach to the implementation of the policy framework and its application within individual academies. At the Harmony Trust we have a good understanding of the context of our communities and of our pupils' heritage and faith backgrounds. We have positive relationships between our academies and communities and aim to respect the background and beliefs of pupils and parents.

## 1. Our Aims

The aims of Relationships and Health Education (RHE) at The Harmony Trust are to:

> Provide a framework in which sensitive discussions can take place where staff will answer any questions sensitively and appropriately to the pupil's age and context.

> Prepare pupils for puberty and give them an age appropriate understanding of positive relationships and the importance of health and hygiene.

> Support all our pupils to be safe, healthy and happy as set out in The Harmony Pledge.

> Provide the skills and knowledge that our pupils need to keep themselves safe, both in the 'real world' and online

> Assist pupils develop feelings of self-respect, confidence and empathy through a culture where we equip our pupils for their adult life and prepare them to make a positive contribution to society.

> Create a positive culture around issues of relationships where pupils recognise families can take various forms.

> Teach pupils the correct vocabulary to describe themselves and their bodies

> Ensure pupils can develop their own well-being and high self-esteem

## 2. Statutory Requirements

As primary academy schools, The Harmony Trust must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

Also following the Equality Act 2010.

We also work within statutory guidance from DfE relating to Relationships, Sex and Health Education
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSHE__and_Health_Education.pdf

Below are extracts taken from the DfE publication which explains the statutory guidance for Relationships Education and Health Education that we will adhere to.

### Relationships Education:

**54.** The focus in primary school should be on 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.

**55.** This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

**56.** Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

**57.** From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

**58.** The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding

that many websites are businesses and how sites may use information provided by users in ways they might not expect.

**59.** Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.

**60.** A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

**61.** Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

**62.** Through Relationships Education (and RSHE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

## Sex Education:

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. Please refer to page 11 of the policy.

## Physical health and mental wellbeing:

**90.** The focus in primary school should be on teaching 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.

**91.** This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

**92.** Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

**93.** Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

**94.** Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

**95.** Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

**96.** A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Relationships, Health and Sex Education at The Harmony Trust is taught partly through the Science curriculum and partly through other subjects such as Computing, PE. and PSHE.


## The Science curriculum:

**106.** At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.


## The Computing curriculum:

**107.** The national curriculum for **computing** aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

**The PE curriculum:**

**108.** The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

In teaching RHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At the Harmony Trust we teach RSE as set out 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:

1.  Review – a working party of teachers (the Personal Development, Behaviour and Welfare Harmony Learning Community) pulled together 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 consultation – parents were invited to attend a meeting about the policy in order to provide feedback and raise any concerns they may have

4.  Pupil consultation – we investigated what exactly pupils want from their PSHE

5.  Leadership consultation - members of the Learning Matters Steer Group (LMSG) took into consideration any comments and made amendments as appropriate.

6.  Ratification – once amendments were made, the policy was shared with the Board of Trustees and ratified

# 4. Definition

RHE is about the emotional, social and cultural development of pupils which involves sharing information and exploring issues and values. It is about understanding love as a commitment and valuing the stable, loving relationships that families have whilst promoting respect, love, appreciation and care.

RHE is **NOT** about the promotion of sexual activity.

# 5. Curriculum

We are taking into account the National Curriculum requirements, and have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, staff will

respond in an appropriate manner, so they are fully informed and don't seek answers from inappropriate sources online.

# 6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone puberty sessions delivered by a trained health professional. Parents are informed in advance of these sessions and can withdraw their children if they wish.

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

> **Families and people who care for me**

*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**

*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

*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

*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

*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.*


The Health Education Curriculum will cover:

> **Mental Wellbeing**

*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.*


> **Internet safety and harms**

*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**

*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**

*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**

*the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.*

> **Health and Prevention**

*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 immunisation and vaccination.*

> **Basic First Aid**

*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**

*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.*

The Relationships and Health Education programme also include elements of the statutory Science curriculum 2014, which is mandatory for all pupils. Parents/carers are not able to withdraw their children from National Curriculum Science. *(section 405 of the Education Act 1996)*

**National Curriculum Science 2014**

**Key Stage 1: Animals including humans**
*Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense*
*Notice that animals, including humans, have offspring which grow into adults*
*Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)*
*Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.*

**Key Stage 2: Animals including humans**

*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.*
*Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.*

# 7. Roles and Responsibilities

### 7.1 The Board of Trustees

The Board of Trustees will approve the RHE policy for The Harmony Trust and will hold the Principal in each academy to account for its implementation.

### 7.2 The Principal

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

### 7.3 Staff

Staff are responsible for:

> Delivering RHE in a sensitive way in line with school policy

> 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-statutory 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 Principal.

All teachers are responsible for teaching RHE at Harmony Trust academies.

### 7.4 Pupils

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

# 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from non-statutory components of sex education within RHE.

Requests for withdrawal should be put in writing and addressed to the Principal.

# 9. Training

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

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

# 10.    Monitoring Arrangements

The delivery of RHE is monitored by the Principal and PSHE Subject Lead in each academy through the academy monitoring arrangements, such as planning scrutinies, learning walks and pupil consultations.

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

This policy will be reviewed by the PDBW HLC Co-Leads on an annual basis in the first year, and bi-annually after that. At every review, the policy will be approved by the Principals in each academy and Trustees.

# Appendix 1 – Curriculum Map

**The Harmony Trust PSHE Subject Overview including RHE (2020/2021)**
(Some topics bridge one or more themes and other aspects are taught through science or computing as and when the circumstances require it)

| Key Themes | | |
|---|---|---|
| Physical Health and Mental Wellbeing | Relationships Education | Living in the Wider World |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Nursery | | Taught across all areas of the curriculum through planned provision | | | | |
| Reception | Rules and Responsibilities | Taught across all areas of the curriculum through planned provision | | | | |
| Year 1 | Rules and Responsibilities | Feelings *Zippy Module 1* | Keeping Safe | Communication – *Zippy Module 2* | Healthy Lifestyles | Communities |
| Year 2 | Rules and Responsibilities | Making and breaking relationships *Zippy Module 3* | Changing and Growing | Conflict Resolution *Zippy Module 4* | Money | Zippy Module 5 **Separation and Loss** |
| Year 3 | Rules and Responsibilities | Healthy Lifestyles | Resilience (Bullying) | Safety (e-safety) | Similarities and Differences | Emotions |
| | Collaboration | Nutrition and Food | *We cope – Zippy Module 6* | | | |
| Year 4 | Rules and Responsibilities | Physical, Emotional and Mental Health | Economic Awareness (Managing Money) | Communication – *Apple Module 2* | Growing and Changing | First Aid |
| | Gender Stereotypes | Feelings *Apple Module 1* | | | | Aspirations |
| Year 5 | Rights and Responsibilities | Nutrition and Food | Friendship – Apple *Module 3* | Safety: Drugs, Alcohol and Tobacco | Solving Problems – *Apple Module 4* Include cyber bullying | Health – Physical, Emotional and Mental |
| Year 6 | Rights and Responsibilities | Changes *Apple Module 5* | Healthy Relationships | Aspirations | Business Enterprise and Economic Awareness | Moving Forward – *Apple Module 6* |
| | | | | | | Transition School Nurse Visit |
| | | | | | | Business Enterprise |