

Matthew Arnold Primary School



Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Signed _____ Chair of Governors

_____ Head Teacher

Date: March 2024

Review date: March 2025

Introduction

As a maintained primary school we must provide relationships education to all pupils as per section 34 and 35 of the Children and Social Work Act 2017.

This policy has been written taking into account the National Curriculum 2014, Keeping Children Safe in Education 2015 and the Relationships Education, Relationships and Sex Education (RHE) and Health Education Statutory guidance DfE 2019.

All schools have a statutory duty to teach Relationships Education, Relationships and Sex Education (RHE) and Health Education. In primary schools the compulsory aspects are Relationships Education and Health Education. At Matthew Arnold this content is taught through a wider timetabled programme of Personal, Social, Health and Economic Education. We call this content Relationships and Health Education (RHE)

The statutory content for primary school relationships education is detailed in Appendix 1.

Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices. We aim to give children the knowledge and capability to take care of themselves and receive support if problems arise.

Organisation and Delivery of RHE

At Matthew Arnold the RHE curriculum is embedded within our PSHE curriculum programme (3D PSHE) in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work. This programme provides RHE in an age-appropriate way and using carefully selected resources.

We have personalised this programme to meet the needs of our children and use additional resources when necessary. We use additional plans to enhance the teaching of aspects of RHE and other resources such as from the NSPCC. An overview of teaching across year groups can be found in Appendix 2

In addition, some aspects of the RHE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RHE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The RHE curriculum is an integral part of the whole school PSHE education provision. It is taught throughout each year from Early Years to Year 6 (see Appendix 2 for more detail)

The curriculum for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils. It progresses from one year to another, building on what has been learnt in previous years.

RHE is taught through a planned programme in PSHE as well as in Science. This ensures that it covers the statutory biological aspects, but also the social and emotional aspects.

Schools have a statutory duty to teach the RHE elements of the Science National Curriculum. Main objectives are shown below alongside the year group in which they are taught.

Key Stage 1 (age 5-7years)

Pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Y1)
- Notice that animals, including humans, have offspring which grow into adults (Y2)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (Y2)

Key Stage 2 (age 7-11years)

Pupils should be taught to:

- Describe the life process of reproduction in some plants and animals (Y5).
- Describe the changes as humans develop to old age (Y5).
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Y6).

Delivery of RHE

Our Relationships Education programme (RHE) will be delivered in an age appropriate and sensitive manner by class teachers; sometimes health professionals or other visitors, such as the school nurse, will support the delivery.

Teaching is normally in mixed gender groups to ensure that boys and girls learn the same information. Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and

themes. Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RHE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RHE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Parents right to withdraw

In Matthew Arnold the RHE curriculum consists of only statutory elements:

- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.
- Parents do have the right to withdraw their children from the non-statutory / non-science components of sex education within RHE, if a school were to teach these aspects.

Roles and responsibilities

The governing body

The governing body will approve the RHE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE

Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- 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 head teacher.

Monitoring

The delivery of RHE is monitored by the subject leader and Senior Leadership Team through, for example; book / planning scrutiny, learning walks, pupil voice and lesson observations. Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the governing body.

Appendix 1

Relationships Education	By the end of primary school Pupils should know:
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 *Marriage in England and Wales is available to both opposite sex and same sex couples.
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, for example family, school or other sources

Physical health / mental wellbeing	By the end of primary school Pupils should know:
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 allergies, 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

Appendix 2 - Matthew Arnold PSHE / RHE Overview

In Matthew Arnold Primary School, children are taught PSHE / RHE through three underlying core themes within which there is broad overlap and flexibility:

Physical Health and Wellbeing - includes RSE units

Relationships Education – includes PREVENT and Grassing or Grooming unit

Living in the Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Zones of Regulation Thank You / Sorry Emotions Special people	Healthy choices Turn taking, Emotions Disagreements Trying new things	Friendship Similarities and differences Turn taking, Co-operation Emotions	Personal hygiene Bullying Special people Diversity	People who help us – 999 Differences Keeping healthy Emotions Self care	E-Safety Diversity Co-operation Looking after the environment
Year 1	Zones of Regulation Rules and Responsibilities Internet Safety Friendship	Good Manners Emotions – Happiness / Anger Feelings Responses / Opinions	Hygiene - Washing Hands Healthy Eating Physical Activity PANTS (the Underwear Rule) Fairness - respect	Bullying Impact of own behaviour on others Personal Safety Emotional Safety	Kindness Family and Friends RSE – My Special People Rules and Responsibilities	Sun Safety Road Safety Money and Finance
Year 2	Zones of Regulation Friendship Fair and Unfair Belonging – community Staying Safe	Right and Wrong Consequences Aspirations Co-operation	Internet Safety – staying safe online – digital footprint and reputation Keeping Clean Dental Hygiene Drug Safety	Respect - Similarities and Differences RSE – Human Life Cycle RSE – Everybody's Body * PANTS (Underwear Rule) * Growing up Exercise	Behaviour Bullying Teasing PREVENT unit - Fact and Opinion - Right or Wrong? - Valuing Difference	Responsibility Emotions Love Sadness Money management
Year 3	Zones of Regulation E-Safety Online Privacy Rules and Responsibilities	RSE – What makes a good friend? Friendship RSE – Falling out with Friends Emotions - Loss / Separation	Physical, Emotional and Mental Health Healthy Lifestyles	Communication – communicating and listening Diversity - Different Communities - School Communities	Growing and Changing - Before Puberty / Visible Changes First Aid Emergency Calls	Healthy Lifestyles Physical Exercise Lifestyle Choices Collaboration

Year 4	Zones of Regulation Online Privacy Internet Use Money Choices Managing Money	Self-Worth Persistence and Resilience Bullying Feelings	A Balanced Diet Working with Food	Responding to Others Expressing Opinions Loss / Separation Family Changes	Identified Strengths Self-Respect Setting Goals	RSE – Puberty – changes * Gender Stereotypes Connections Family Links Religious Views Celebrate Diversity
Year 5	Zones of Regulation Structure Democracy Online Relationships Drugs Alcohol	Death and Grief Managing Conflict Community Diversity	Physical, Emotional and Mental Health Tobacco Substance Abuse Confidentiality Listening / Responding	Physical, Emotional and Mental Health RSE –Menstruation * RSE – Personal Hygiene RSE – Emotions and Feelings Physical Contact	PREVENT - Building Courage and Resilience - Extreme Reactions - Minority Groups - Vulnerability - Terrorism	Responding Shared Goals Community Spirit Basic First-Aid Healthy Lifestyles
Year 6	Zones of Regulation Identified Strengths Setting Goals Internet Safety	Race and Ethnicity Gender Stereotypes Culture Physical Illness / Immunisation Healthy Minds Mental Wellbeing	Grassing or Grooming Unit - Motivation and intention - Understanding Risk - Asking for help	Grassing or Grooming Unit - Consent - Developing skills to intervene	RSE - Puberty (revisit from Y5, male and female changes) * - physical and emotional changes - Change and Becoming Independent - Positive and Healthy Relationships Changing relationships Marriage	Economic awareness Budgeting Consumer Sense Generating Income

* Children will be introduced to the correct scientific terms to describe body parts in Key Stage 1. These terms will be used throughout the school