



## Relationships & Health Education Policy

Date	Review Date	Lead	Nominated Governor
September 2024	September 2025	Debbie Lindley	

### **The importance of Relationships Education and Health Education**

Since September 2020, Relationships and Health Education has become statutory in all schools across the UK.

*‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’ (Secretary of State for DFE)*

At Crofton Infants School we will deliver a programme which covers all aspects of Relationships and Health Education in an age-appropriate way. We are currently trialling two different programmes of learning, when the consultation period is over, we will add this information to our policy.

At Key Stage 1, the focus 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 adults. This will create opportunities to ensure children are taught about positive emotional and mental wellbeing, and how friendships can affect this. Children should also be taught (in an age-appropriate way) to recognise and report different types of abuse, including emotional, physical and sexual.

### **The aims of Relationships Education**

The aim of Relationship Education is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should be delivered sensitively, inclusively and with respect to the background beliefs of pupils and parents.

### **DfE Objectives**

## Families and people who care for me

### Pupils should;

- Understand what family means.
- Know that healthy families provide love, security and stability including times of difficulty.
- Know that families, either in school or in the wider world, sometimes look different in comparison to their family. To respect those differences and know that other children's families are also characterised by love and care.

## Caring friendships

### Pupils should;

- Understand what friendship means.
- Know what makes a good friend.
- Know how important friends are to make us feel happy.
- Know that most friendships have ups and downs and that they can be repaired and strengthened.
- Recognise when a friendship is making them feel unhappy and how to seek help.

## Respectful Relationships

### Pupils should;

- Know the importance of respecting others, even when they are different from them.
- Understand the importance of courtesy and manners.
- Know the importance of self-respect and how this links to their own happiness.
- Expect to be treated with respect by others.
- Understand the importance of respecting people in authority.

## Online Relationships

### Pupils should;

- Know the rules and principles for keeping safe online.
- Know that the same rules apply to online relationships as to face-to-face.
- Understand that information is shared and used online.

## Being Safe

### Pupils should:

- Know that it's not all right to keep secrets if they relate to keeping safe.
- Know that each person's body belongs to them and the differences between appropriate and inappropriate contact.
- Know how to respond safely and appropriately to adults they may encounter whom they do not know.
- Know how to recognise and report feelings of being unsafe or feeling bad about any adult.
- Know how to ask for advice for themselves or others and where to get that advice.

## **The aims of Health Education**

Below are our aims for Health Education:

### **Mental wellbeing** Pupils will learn:

- That mental wellbeing is considered 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** Pupils will learn:

- 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.
- Where and how to report concerns and get support with issues online.

**Physical health and fitness** Pupils will learn:

- 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** Pupils will learn:

- 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** Pupils will learn:

- Some facts about legal and illegal harmful substances and associated risks, including smoking.

### **Health and prevention** Pupils will learn:

- How to recognise early signs of physical illness 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 cancers.
- 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.

### **Agreed Procedure**

We teach Relationships through different aspects of the curriculum. Much of the teaching will take place in Personal Social Health and Economic Education and Social Emotional Aspects of Learning sessions. Other subject areas contribute significantly to children's knowledge and understanding of their bodies, particularly Science and PE.

SEALs themes are introduced through whole school assemblies and then further explored in class through discussions and practical activities. Discussions will be encouraged to allow children to share their emotions. Sometimes this will occur as a result of particular things that have happened in school or at home.

### **Working with parents**

There should be good communication between parents and school, with parents given the opportunity to understand and ask questions about the school approach. (Their parents may withdraw Children from parts of the Relationship and Sex Education programme that are outside of the compulsory elements of the National Curriculum.)

### **Child Protection / Confidentiality**

Teachers need to be aware that effective Sex and Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher/ Designated Safeguard Lead in line with the LA procedures for Child Protection.

### **Use of Language**

Staff have an important role to play in modelling positive behaviours and language. They should introduce safe, neutral vocabulary with which to communicate. They should acknowledge the words used at home and with friends but should negotiate the use of words at school that are acceptable to all concerned.

### **Dealing with difficult situations**

Teachers will endeavour to answer questions as honestly as possible. If faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

### **Children with special educational needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships Education.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the Head Teacher and all staff in school. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers' planning, questionnaires to teachers and children and feedback from parents as appropriate.

### **Working with the Wider Community**

The teaching of Relationship and Health Education can be enhanced by the involvement of additional professionals in the community. Such individuals may include; health professionals, PSHCE advisory staff or representatives from the local churches. We believe that the involvement of professionals complements the school's provision.

### **Additional Reading**

Any professionals involved in delivering Relationships and Health Education programmes are expected to work within the confines of this policy and on the instructions of the Head teacher.

A large number of key government documents are closely linked with this policy and you may find the following list useful for further reading:

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)

- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) • Sexual violence and sexual harassment between children in schools (advice for schools)
  
- Promoting Fundamental British Values as part of SMSC (Spiritual, Moral, Social and Cultural Education) in schools
  
- SMSC requirements for independent schools. Please also refer to our school policies, which can be found on our website:
  - Safeguarding
  
  - SEND
  
  - Equality Statement
  
  - Behaviour

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