

Harvills Hawthorn Primary School



Relationships and Health Education (R.H.E.) Policy

(delivered through 1Decision)

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This policy outlines the teaching, organisation and management of the music taught and learnt at Harvills Hawthorn Primary School. The implementation of this policy is the responsibility of all the teaching staff.

Our mission is to prepare all of our children for the next stage of their lives to enable them to contribute positively to their community.

Introduction

All schools must provide a curriculum that is broad, balanced and meets the needs of all pupils. Under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996, a P.S.H.E. curriculum must do the following:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education (R.H.E.) statutory subjects at primary.

Harvills Hawthorn aims to teach R.H.E. in such a way that is consistent with science, fundamental British values and sound pedagogy. Hence, whilst many aspects of RHE are covered in personal, social and health education (P.S.H.E.), others are taught as part of science, religious education (R.E.), physical education (P.E.), online safety lessons and assemblies.

This policy is informed by DfE statutory guidance on relationships and health education; preventing and tackling bullying; drug and alcohol education; safeguarding and equality. The programme meets all the outcomes in the P.S.H.E. Association Programmes of Study.

Relationships and Health Education

From September 2020, Relationships Education became compulsory for all primary schools. For all maintained schools, there is also a statutory duty to provide health education.

At Harvills Hawthorn, we define relationships education as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts (including online). In addition, it develops an understanding of human identity.

We define health education 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. This includes our pupils learning about the changing adolescent body, included in the expected outcomes for primary health education.

Intention

Our R.H.E. curriculum is designed using 1Decision: a high-quality kitemarked P.S.H.E. and R.H.E. resource. It allows us to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals. We aim to deliver a R.H.E. curriculum, which enables all pupils to know more, remember more and develop personally and socially, while tackling many social, moral and cultural issues that are part of growing up. We intent to support pupils to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. We provide opportunities for the children to learn about rights and responsibilities and equip them to make choices as they grow.

R.H.E. supports many of the principles of safeguarding and links closely to British Values and Harvills' vision, mission and values. Our children are encouraged to develop their sense of self-worth by contributing to school life and the local community.

Implementation

At Harvills Hawthorn Primary School, we pride ourselves on the consistent approach to teaching and learning that can be observed across all phases of school. This is achieved through our commitment to cutting edge, research-based CPD in addition to quality-first teaching on a daily basis. Expectations of staff and pupils are high, resulting in good or outstanding progress in all phases. There is a universal understanding of what great teaching, learning and assessment should entail. These strategies are consistently used throughout school and it is the expectation of leadership that all lessons will include a variety of these to enable learners to reach their full potential. Active learning is essential in all aspects of the lesson. All staff use the same terminology so that learners develop a knowledge and understanding of the different ways they learn.

At Harvills, we believe great teaching, learning and assessment must include the following:

- Understanding the Content
- Creating a Supportive Environment
- Maximising Opportunities to Learn
- Activating Hard Thinking (building ratio)

We are working hard to promote our pupils' English and ensure that they all achieve to the very best of their ability. Pupils are encouraged to read widely and often. English is fundamental to all subjects. Consequently, we believe that all stakeholders have a role to play in supporting and developing our pupils' English skills to ensure they can communicate effectively in today's society. All children are expected to follow our school's non-negotiables for presentation. This includes a focus on learning to write in the cursive script.

Our overall curriculum is designed to support the pastoral education for our pupils as well as the academic outcomes. Through the use of 1Decision, our curriculum covers the two core R.H.E. themes: Health and Well-being and Relationships. We use the curriculum overview for each year group to plan and deliver weekly lessons, supported by a variety of resources, including video clips, which support children to consider the consequences of decisions that they make.

In addition, there are occasions where teachers feel it may be necessary to teach R.H.E. as a result of an issue arising in their own class. Children build on key knowledge, language and meanings in order to understand R.H.E. and its use across the wider curriculum. Whole school and class assemblies make links to R.H.E. topics and British Values.

R.H.E. Modules Delivered through 1Decision

- Relationships
- Growing and Changing
- Feelings and Emotions
- Computer Safety

R.H.E. content

Relationships	
Year 1 – Year 3	The Relationships module helps pupils to explore and understand a range of feelings, how feelings can be communicated without words and the importance of caring about other people’s feelings. The topics in this module help pupils to understand situations from another person’s point of view. Pupils will explore different types of relationships and, from this, they will gain an understanding of healthy and unhealthy relationships. They will also learn how to seek help and support if they feel uncomfortable in a relationship.
Growing and Changing	
Year 4 – Year 6	The Growing and Changing module covers the expected statutory content for SRE (sex and relationships education). Within this module, pupils will have the opportunity to look at how we change and grow, including how we grow at different rates. Following on from the Year 1-3 Relationships module, pupils will continue to look at healthy and unhealthy relationships and will be provided with information on how to seek help if they feel worried or scared about a particular relationship they have with someone. This module also includes informative animations on puberty and conception.
Feelings and Emotions	
Year 1 – Year 3	The Feelings and Emotions module supports teachers to explore mindfulness. Pupils have the opportunity to recognise and name a range of emotions and develop an understanding of their physical effects, distinguishing between those that feel pleasant and those that feel unpleasant or uncomfortable. Pupils will acquire a range

	of strategies for managing unpleasant/uncomfortable emotions and be able to apply these in real-world scenarios. This module also offers a range of relaxation recordings that can be used to help pupils manage their feelings.
Year 4 – Year 6	Building on the Year 1-3 Feelings and Emotions module, this module allows children to explore their own feelings further, as well as the feelings of those around them. Within the topics, there are many opportunities to help pupils gain the skills to manage their emotions positively and to understand how and where to seek help if needed. This module offers a range of relaxation recordings that can be used if required.
Computer Safety	
Year 1 – Year 3	The Computer Safety module helps pupils to understand the golden rules for staying safe online, how their online activity can affect others, and how to identify other positive and negative aspects of using technology. Pupils will explore the potential outcomes for online bullying, sharing images, and making friends online with people who they do not know. They will also be introduced to a supporting network of helpful organisations. This module includes a documentary about staying safe online.
Year 4 – Year 6	The Year 4-6 Computer Safety module offers the perfect opportunity for pupils to deepen their understanding of the negative and positive aspects of using computers and being online, including laws that have been created to protect us. Throughout this module, pupils will gain the skills and knowledge to enable them to cope in the media generation. The video topics cover image sharing, online bullying, and making friends online.

Inclusion

Our R.H.E. curriculum is a universal core curriculum provision for all children. Inclusivity is part of its philosophy and one of our core values.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities (S.E.N.D) and those who are more-able, gifted and talented (MAGT). We have the highest aspirations and expectations for all pupils to be the very best they can be by providing them with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

Teachers will involve all pupils through carefully planned and differentiated activities to tailor each lesson to meet the needs of the children in their classes. Discussions between class teachers and the wellbeing/safeguarding team will be held when particular units include content which may cause emotional distress or trauma to identified children (for example, looked after or adopted children). Parents, carers and/or external agencies will be consulted upon, if deemed necessary. This will ensure that a plan of how and what we deliver is well-informed and appropriate for all.

If a child attends Discovery Hub full time, the Development Matters guidance is used, in conjunction with the Preskills Curriculum developed by the Complex Communication and Autism Team from Sandwell Inclusion Support.

The learning environment

Establishing a safe, open and positive learning environment- based on trusting relationships between all members of the class, adults and children alike- is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson. In addition, in every classroom, children have access to the class nest if they require further support.

Training and support for staff

All staff benefit from R.H.E training in order to enhance their delivery skills. Opportunities are provided for staff to identify individual training needs and relevant support is provided. In addition to this, support for teaching and understanding R.H.E. issues is incorporated in our staff CPD programme, drawing on staff expertise and/or a range of external agencies.

Teaching sensitive issues

Sensitive issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group situation or by an individual.

Some issues that we address are likely to be sensitive and controversial, because they have a political, social or personal impact. In addition, they may deal with values and beliefs, including family lifestyles and values; physical and medical issues; financial issues; bullying; and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering difficult questions

Primary-age pupils will often ask their teachers, or other adults, questions which go beyond what is set out for R.H.E. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Both formal and informal questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. A question box will be available in order to avoid

'open question' sessions. The school believes that individual teachers must use their skill and discretion in this area and refer to the safeguarding lead if they are concerned.

Sensitivity is key to ensure children, with direct or indirect experiences of any protective characteristic (race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment), have their questions answered appropriately and are provided with support when required. Any bullying relating to any protected characteristic is dealt with strongly yet sensitively.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive R.H.E. will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes racism, homophobic, sexist, sexual, transphobic, disability, faith or pregnancy related discrimination or bullying) and Section 4.2 of the national curriculum (2014) states: "Teachers should take account of their duties under equal opportunities legislation that covers all protective characteristics including race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

Impact

Our pupils will become healthy and responsible members of society, equipped with the knowledge and skills to make the right choices in society. They will demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty, alongside our school values. We want our pupil to display a healthy outlook towards school and their learning, to enable good attendance and achieve age-related expectations. Our pupils will be on a journey that is preparing them for life and work in modern Britain.

Role of the R.H.E. Leader

- The leader provides a strategic lead and direction for the subject.
- Ensure teachers are able to navigate the curriculum and help them to plan lessons.
- Lead by example in the way they teach in their own classroom.
- Prepare, organise and lead staff professional development, with the support of the Head Teacher.
- Work co-operatively with the inclusion manager.
- Observe colleagues, providing effective feedback.
- Monitor books/evidence on a regular basis.
- Coach and mentor colleagues as and when appropriate.

- Teach demonstration lessons when appropriate.
- Attend staff professional development for own professional development.
- Inform parents of any curriculum changes.
- Audit resources annually to inform purchases required thus ensuring that resources are readily available to support the teaching of the curriculum.
- Identify strengths and School Improvement Priorities within subject area.
- Discuss regularly, with the Head Teacher and governors, the progress of the subject in the school.

The role of the Headteacher and Governing body

It is the responsibility of the governors to ensure the following:

- all pupils make progress in achieving the expected educational outcomes in regard to R.H.E.
- R.H.E is well led, effectively managed and well planned.
- the quality of RHE provision is subject to regular and effective self-evaluation.
- teaching is delivered in ways that are accessible to all pupils with SEND.
- clear information is provided for parents on the subject content (R.H.E) and they are aware that they cannot withdraw their child from this area of the curriculum.
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during lessons. If this is the case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. Further support or intervention will be provided to any child if deemed necessary.

Working with parents and carers

Parents are consulted on the R.H.E policy and have the opportunity to express their views.

The government guidance on Relationships Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers.

Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum and that they cannot withdraw their children from any aspect of R.H.E. This includes learning the correct names for body parts, including genitalia, as well as learning about the changing adolescent body and puberty.

R.H.E topics can arise incidentally in other subjects, such as science, geography, R.E. and history.

Parents are given every opportunity to understand the purpose and content of R.H.E. Good communication and opportunities for parents to understand and ask questions about the school's approach helps increase confidence in the curriculum.

Parents and carers have the right to see sample materials used within the teaching of R.H.E and can do so by prior appointment with a member of staff.

Assessment

At the start of each module, pupils create a thought shower of their knowledge. Key questions are given to prompt their thinking. This thought shower is added to at the end of the module, showing progress over time.

Assessment as Learning

As part of the learning process, children will discuss, with their peers and/or with relevant adults, the outcomes of their learning, its merits and the ways in which it can still be improved.

This will be done on a regular basis and will involve:

- Children's conversations to help determine whether success criteria have been met.
- Conversations with teaching staff to help determine whether success criteria have been met.
- Children's written (writing comments in each other's work books) feedback as a result of the conversations.
- Peer and self-marking of work, to agreed success criteria.
- Taking the temperature, Thinking Hats, 2 stars and a wish, WWW / EBW and other self / peer assessment strategies.

All of the above will support and augment the school's formal assessment procedures.

Monitoring and Review

The governing body monitors the R.H.E policy on an annual basis. They give serious consideration to any comments from parents about the programme delivered and make a record of all such comments. As with all curriculum subjects, will be monitored as per the school's monitoring cycle. The R.H.E lead will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of the following:

- Pupil and teacher evaluation of the content and learning processes.
- Staff meetings to review and share experience
- Views expressed by parents/carers.

Appendix A: Relationships Education

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 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 relationships	<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

	<p>to manage these situations and how to seek help or advice from others, if needed.</p>
<p>Respectful relationships</p>	<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. <ul style="list-style-type: none"> • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. <ul style="list-style-type: none"> • 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.
<p>Online relationships</p>	<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.

<p>Being safe</p>	<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.
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Taken from ‘Relationships Education, Relationships and Sex Education (R.H.E) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE Statutory Guidance - RHE Curriculum Content to be delivered to Primary.’

Appendix B: Physical Health and Mental Well-being

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.• 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

	<p>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.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <ul style="list-style-type: none"> • 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	<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.

Taken from 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE Statutory Guidance - RHE Curriculum Content to be delivered to Primary.'