



Relationships and Health Education Policy (RHE)

Statutory from April 2021

- *Relationships Education – Statutory for Primary Education*
- *Relationships & Sex Education – Non-statutory for Primary Education*
- *Health Education – Statutory for all maintained schools*

Oliver Goldsmith Primary ***“Inspiring a love of learning.”***

Relationships Education is set in the context of clear values, including the value of family life, marriage, civil partnerships and the importance of loving and stable relationships to bring up children. It supports lifelong learning about physical, moral and emotional development and is part of our personal, social, health and citizenship education (PSHCE) programme. It is not about the promotion of sexual orientation or sexual activity. The school uses the “Jigsaw” PSHE scheme which we adapt to meet the needs of our pupils.

Date Ratified: **Sept 2023**

Date to be reviewed: **Sept 2026**

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition	3
5. Curriculum	3
6. Delivery of Relationships and Health Education	4
7. Roles and responsibilities	4
8. Parents' right to withdraw	5
9. Training	5
10. Monitoring arrangements.....	5
Appendix 1: National Curriculum for Science in KS1 & KS2.....	6
Appendix 2: For Relationships Education, by the end of primary school pupils should know:	6
Appendix 3: For Health Education, by the end of primary school pupils should know	9

1. Aims

The aims of relationships education and health education at OGPS are to:

- Provide a framework in which sensitive discussions can take place.
- To provide age appropriate knowledge and information to which all pupils are entitled.
- Teach pupils the correct vocabulary, age appropriate, to describe themselves and their bodies.
 - In KS1, the use of private areas/parts will be used in line with NSPCC 'Underwear Rule' initiative
 - In KS2, the use of the correct terminology for body parts will be used in KS2.
- To raise pupils' self-esteem, emotional wellbeing and confidence, especially in their relationships with others. This will help pupils to form and maintain positive relationships based on respect for themselves and for others, at home, at school and in the wider community.
- To develop skills for a healthier, safer lifestyle and enable pupils to recognise and reflect qualities that help them to grow and develop.
- Prepare pupils for puberty and adulthood, understanding the importance of health and hygiene.
- To help pupils develop relationship and communication skills to cope with the influences of their peers and the media.
- To safeguard children from abuse and protect them from being exploited.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach elements of the national curriculum contained in the science curriculum related to the human body and reproduction (see appendix 1).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Oliver Goldsmith Primary School, we teach Relationships Education and Health Education as set out in this policy.

3. Policy development

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

1. Review – a working group from the staff team, including the PSHE Leader, Deputy Headteacher and Headteacher pulled together all relevant information including relevant national and local guidance as well as our current PSHE scheme of work, Jigsaw.
2. Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and interested parties were invited to take part in the consultation in the following ways;
 - a. The policy was sent home (paper & e-copy) for parents to read. Parents had an opportunity to provide their feedback and opinions.
 - b. An opportunity to speak to senior leaders and members of the board of governors at the parents' evening in Spring 2020 to ask questions or share their feedback and opinions related to the policy.
 - c. An opportunity to attend parent time meetings to hear about the policy and share their feedback and opinions.
4. Pupil consultation – we investigated what pupils wanted to learn about in PSHE/Relationships and Health Education lessons. This was carried out by the School Council.
5. Governor Discussion – governors reviewing the policy in light of the consultation feedback gathered.
6. Ratification – the policy was ratified by the board of governors and will be reviewed every 3 years.

4. Definition

Relationships and health education is about the emotional, social and cultural development of pupils, and involves learning about relationships and healthy lifestyles.

Relationships and health education involves a combination of sharing information, and exploring issues and values.

Relationships and health education is **NOT** about the promotion of sexual orientation or sexual activity.

At Oliver Goldsmith Primary school, we will be covering the statutory aspects of;

- KS1 & KS2 Science Curriculum (see appendix 1)
- Relationships Education for primary schools
- Health Education

5. Curriculum

Our curriculum is set out in the appendices at the end of this policy but we may need to adapt it as and when necessary. It builds upon the personal and social development work carried out to meet the Early Learning Goals at the Foundation Stage. It builds a foundation of emotional and social skills which is central to all later relationships and health education work.

The curriculum has been adapted from the Jigsaw PSHE scheme of work by senior leaders and our PSHE leader. It has been developed taking into account the age, needs and feelings of our pupils. If pupils ask

questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of Relationships and Health Education

Relationships and health education is taught within the personal, social, health and economic (PSHE) education curriculum. Some aspects are taught within science, computing and design technology. We also use our assembly programme to support the curriculum.

Our PSHE scheme, Jigsaw, has six key themes which ensure there is progression in the teaching of relationships and health education from the start of key stage one to the end of key stage two. The six key themes are;

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Relationships and health education is delivered using participatory methods for learning and these include whole class discussion, circle time and the use of small groups. Teaching in single sex groups is used in years five and six.

Resources such as books, photographs will be age appropriate to the learning.

We have a commitment to ensure that all pupils have equal access to the relationships and health education curriculum following guidelines in the special educational needs and equal opportunities policies. We use inclusive strategies to support the learning of all pupils e.g. pictures, word banks, key words, writing frames, ICT, dual language resources as well as using Learning Support Assistants to support pupils who have additional needs.

We have a commitment to providing all children with an equal entitlement to relationship and health education regardless of race, gender, culture, disability or class.

Areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families structures include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the relationships and health education policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that relationships and health education is taught consistently across the school.

7.3 Staff

Teaching Staff are responsible for:

- Delivering relationships and health education in a sensitive and inclusive way.
- Modelling positive attitudes to relationships and health education.
- Monitoring progress.

➤ Responding to the needs of individual pupils, including the effective use of Learning Support Assistants

Staff do not have the right to opt out of teaching relationships and health education. Staff who have concerns are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in relationships and health education and, when discussing issues, treat others with respect and sensitivity according to the Jigsaw charter which we review at the start of each academic year.

The Jigsaw charter, which links closely to our own school rules, says;

- We take turns to speak.
- We use kind and positive words.
- We listen to each other.
- We have the right to pass.
- We only use names when giving compliments or when being positive.
- We respect each other's privacy.

8. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships education and health education or science lessons derived from the national curriculum. Where parents have questions, they can contact the headteacher via the school office.

9. Training

This key policy will be part of the staff induction process. Staff are trained on the delivery of relationships and health education, it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching relationships and health education.

10. Monitoring arrangements

The delivery of relationships and health education is monitored by the PSHE leader alongside senior members of staff (Assistant Headteacher, Deputy Headteacher and Headteacher) and members of the school leadership team through the use of planning scrutinies, learning walks, pupil interviews and book looks.

Pupils' development in relationships and health education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE leader every three years. At every review, the policy will be approved by the board of governors

Appendix 1: National Curriculum for Science in KS1 & KS2

Science Curriculum Map

KEY STAGE/ YEAR GROUP	TOPIC/THEME DETAILS
Key Stage 1: Year 1	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.
Key Stage 1: Year 2	To notice that animals, including humans, have offspring which grow into adults.
Key Stage 2: Year 5	To describe the differences in the life cycles of a mammal, an amphibian, an insect, a bird and describe the life process of reproduction in some plants and animals.
Key Stage 2: Year 5	To describe the changes as humans develop to old age.
Key Stage 2: Year 6	To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Appendix 2: For Relationships Education, by the end of primary school pupils should know:

- The grid below shows where statutory aspects are linked to the school's curriculum.
- Some areas are specific to certain year groups, others are revisited over a number of year groups.
- Some areas are revisited by ALL children each year which might be through specific lessons, through school events or our school assembly programme. Where an area is revisited by ALL children, it will be delivered in an age appropriate manner.
- Topics may feature in PSHE, computing, science or design technology lessons as appropriate.

TOPIC	PUPILS SHOULD KNOW	YEAR
Families and People who Care About Me	• That families are important for children growing up because they can give love, security and stability	•Y1/2
	• 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	•Y1/2
	• 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	•Y3
	• 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	•Y4
	• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	•Y5
	• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	•Y6

TOPIC	PUPILS SHOULD KNOW	YEAR
Caring Friendships	<ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 	<ul style="list-style-type: none"> •Y1 •Y2/3 •Y2/3 •Y4 •Y5/6
Respectful Relationships	<ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners 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 	<ul style="list-style-type: none"> •Y1/2 •Y2 •ALL •Y3 •Y4 •ALL •KS2 •Y5/6
Online Relationships	<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 	<ul style="list-style-type: none"> • ALL • ALL • ALL • KS2 • KS2

TOPIC	PUPILS SHOULD KNOW	YEAR
Being Safe	<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 (NSPCC Campaign) • 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 	<ul style="list-style-type: none"> • ALL • ALL • Y1/2 • ALL • ALL • ALL • ALL • ALL

Appendix 3: For Health Education, by the end of primary school pupils should know

- The grid below shows where statutory aspects are linked to the school's curriculum.
- Some areas are specific to certain year groups, others are revisited over a number of year groups.
- Some areas are revisited by ALL children each year which might be through specific lessons, through school events or our school assembly programme. Where an area is revisited by ALL children, it will be delivered in an age appropriate manner.
- Topics may feature in PSHE, computing, science or design technology lessons as appropriate.

TOPIC	PUPILS SHOULD KNOW	YEAR
Mental Wellbeing	<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. 	<ul style="list-style-type: none"> • ALL • ALL • ALL • ALL • ALL • ALL • KS2 • KS2 • KS2 • Y5/6
Internet Safety and Harms	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • ALL • KS2 • KS2 • KS2 • Y5/6 • Y5/6 • ALL

TOPIC	PUPILS SHOULD KNOW	YEAR
Physical Health and Fitness	<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. 	<ul style="list-style-type: none"> ALL ALL ALL ALL
Healthy Eating	<ul style="list-style-type: none"> What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<ul style="list-style-type: none"> Y2/5 ALL Y5
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<ul style="list-style-type: none"> Y4/5
Health and Prevention	<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. 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. 	<ul style="list-style-type: none"> ALL ALL ALL Y4 ALL Y6
Basic First Aid	<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. 	<ul style="list-style-type: none"> ALL ALL
Changing Adolescent Body	<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. 	<ul style="list-style-type: none"> Y5/6 Y5/6