Harriers Banbury Academy

Relationships and Health Education Policy

Latest version:	**September 2022**	Review period:	1 year
Date of next review:	September 2023	Owner:	Trust Safeguarding Lead / SP

| Type of policy: | Network | Approval level: | Board of Trustees / RB |

Contents

---

1. Links to other policies

The RHE policy links to the Wellness Curriculum which has been developed by the Aspirations Trust to help promote positive mental health and emotional well-being in our pupils and to teach our students self- responsibility for their behaviour and their lifestyle choices.

The Safeguarding and CP Policy is also relevant to this policy.

2. Aims

The aims of Relationships and Health Education (RHE) at our school are to:

- Develop 21st century skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking
- Provide young people with reliable information so they can make informed decisions about their health and bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of their own development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships and the importance of healthy relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Deal with misconceptions, myths and misunderstandings

- To safeguard pupils

3. Definition

RHE stands for Relationships and Health Education. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, health, sexuality, healthy lifestyles, diversity and personal identity in a safe environment where pupils can discuss their thoughts and receive age appropriate reliable guidance. RHE involves a combination of sharing information, and exploring issues and values. RHE is **not** about the promotion of sexual activity, indeed evidence shows that the provision of well taught, effective RHE reduces the likelihood of young people engaging in risky behaviours (See A curriculum for life: the case for statutory PSHE education).

4. Statutory requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex Education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. (DfE RSE Guidance, 2019).

As a primary academy 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 explicitly but we do need to teach the elements of sex education contained in the science curriculum e.g. reproduction.

In teaching RHE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

5. Policy development

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

1. Review – Wellness Lead 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/stakeholder consultation – parents and any interested parties were invited to discuss the policy via a survey (Covid-19 restrictions prevented a meeting from taking place).

4. Pupil consultation – we investigated what exactly pupils want and need from their RHE

5. Ratification – once amendments are made, the revised policy will be shared with   governors and ratified

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We 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, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

7. Delivery of RHE – Relationships and Health Education

RHE is taught within the personal, social, health and economic (PSHE) education curriculum as well as through curriculum enrichment days. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE) which is taught during PSHE lessons and curriculum enrichment days.

Lessons are taught by staff including experienced teachers and, occasionally, external agencies such as school nurses. To ensure we adhere to the requirements of the National Curriculum in relation to RHE, we use a scheme of work from SCARF (Safety, Caring, Achievement, Resilience and Friendship) which is part of Coram Life Education. This scheme contains comprehensive lesson plans and resources for each year group.

RHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families

- Respectful relationships, including friendships

- Online and media (including the sending/receiving of inappropriate material)

- Being safe

- Intimate relationships

For more information about our RHE curriculum, see Appendices 1 and 2.

These 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 can 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). Our focus is always to develop tolerance and respect for others.

The delivery of RHE will be monitored just like any other subject, for example through:

- ➢ Learning Walks
- ➢ Book Scrutiny
- ➢ Data Analysis
- ➢ Pupil Voice
- ➢ Staff Consultations
- ➢ Ongoing CPD

Pupils' development in RHE is monitored by class teachers termly through summative data. Pupils will be given feedback on their progress and be able to articulate their understanding of key aspects of the curriculum.

8. Inclusion

All pupils have a right to age-appropriate RHE regardless of faith, gender, sexual orientation, race or disability. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility for all of our pupils.

The Equality Act of 2010 protects children, young people and adults against discrimination, harassment and victimisation in relation to education.

Wellness Leads as well as the Safeguarding Leads both have a duty of care to ensure that all

staff delivering RHE are familiar with the Safeguarding Policy and understand the necessary protocol should a safeguarding issue arise. Furthermore, the backgrounds of all pupils are taken into account when planning and teaching, so that the topics are sensitive to the needs of our pupils and families.

9. Roles and responsibilities

9.1   Governance

The Board of Trustees for Aspirations delegates responsibility to local Regional Boards (RB). The RB will approve the Wellness Curriculum and the RHE Policy. This policy will be reviewed by the Wellness Lead annually. At every review, the policy will be approved by the RB.

9.2 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 RHE (see section 10).

9.3 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

It is important that RHE is taught by staff trained and eager to teach RHE just like any other subject. If staff have concerns about teaching RHE they should speak to their line manager, but it is an expectation that all staff will promote the values and ethos of the curriculum.

9.4 Pupils

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

10. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. At Harriers Banbury Academy we will only be teaching the **statutory** components of the curriculum, therefore there is no need for parents to request this. (This means that we are not going to teach the sex education part of the RSHE curriculum as this is not statutory.)

11. Training

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

12. Monitoring arrangements

The delivery of RHE is monitored by the Wellness Lead just like any other subject through the usual academy monitoring systems.

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

This policy will be reviewed annually.

Appendix 1: Curriculum Map

Relationships and Health Education curriculum map

Whole School thread:

Relationships i) Know what a **respectful relationship** is and the sorts of boundaries that are appropriate when **being safe** (including **online relationships** in a digital context); develop **caring friendships**; develop self-confidence and self-awareness; recognise and manage feelings, behaviour and emotions within relationships and understand how to self-regulate; understand how to be respectful and tolerant and value difference within a community. Understand that **families and people who care for me** are important and respect that other families look different from their own

Living in the wider world: economic well-being and being a responsible citizen. **ii)** Be aware of their value in the community and being their best; abiding by set rules and laws understanding rights and responsibilities; and understand the impact of money, work and current affairs on their lives.

Health and wellbeing iii) Know how to stay healthy and look after our body as it grows and changes. **iv)** Be aware of physical, mental and social dangers around us and know how to protect our wellbeing and keep ourselves safe

You can find out more about individual year groups curriculum on our website under the curriculum tab.

Table 1

	Relationships		Living in the wider world		Health and Wellbeing	
	Families and friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Self-confidence and self-awareness**	**Managing feeling and behaviour Keeping safe**
	initiate conversation	development of relationships with peers and adults in the classroom, we can feel safe and secure	share with others and be helpful to others	communication with others is important	communication with others is important; support can be asked for when needed; emotions can be shown in different situations; instructions are to be followed	Recognising different feelings (sad, happy, angry, scared); feelings can be expressed through the Zones of Regulation; there are consequences of good and bad choices and the effect these can have on others feeling; the importance of sharing and waiting for our turn; behave appropriately if needs are not met and in different situations
	that conversations can be initiated and held by asking questions and responding to peers and adults; being able to listen to others; recognise different feelings and these emotions in others	forming of relationships with peers and adults in the classroom, we can feel safe and secure	the Importance of sharing, turn-taking and listening to ideas and communicating with peers; strategies to negotiate problems with sharing	that needs, wants, interests and opinions can be expressed through communication	that others have feelings and act appropriately; that by working as a team with the class, and following rules, we can achieve class rewards	the difference between right and wrong behaviour; that communication can be used to express enjoyment in learning; the class rules and expectations of behaviour; the zones of regulation can be used to explain feelings and discuss consequences of feelings

Table 2

	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and work**	**Physical health and Mental wellbeing**	**Growing and changing**	**Keeping safe**
	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working coop-eratively; sharing	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicine and keeping healthy; keeping teeth healthy; managing feeling and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decision about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life

	Managing friend ships and peer influence	Physical contact and feeling safe	Responding respect fully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereo types	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 2: By the end of Primary school pupils should know

This guidance is adapted from the statutory guidance on Relationships education and relationships education (RHE) and health education and has been mapped against the 6 core components of the Wellness curriculum.

TOPIC	PUPILS SHOULD KNOW
PHYSICAL WELLNESS	EXERCISE AND FRESH AIR • 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 DIET • 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). • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • 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 • 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 facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • 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 benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 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 • Changing Bodies • 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 • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
SELF WORTH	A HEALTHY MIND • 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). BEING SAFE • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • Internet safety and harms • 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 • 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 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.
INTELLECTUAL WELLNESS	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.

EMOTIONAL WELLNESS	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
	FAMILIES
	• 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.
	• 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.
	• 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.
	• 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.
	• 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.

	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.