

Policy Statement

At St Mary's First School we believe that our Relationships and Health Education provides children with the knowledge, skills and understanding they require to lead healthy, confident and successful lives to become informed, responsible and active citizens in our future society. We encourage learners to grow, develop and understand their self-worth through a structured Relationships and Health curriculum which aims to prepare them for life in an ever-changing world.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly including online. 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."

Department for Education, 2019

Aims

As a Church school, Relationships and Health Education is taught within a Christian context of love and faithfulness. Relationships and Health Education puts in place the key building blocks of healthy, respectful relationships, focussing on family and friendships. It is an integral part of our Personal, Social and Health education (PSHE) programme that will help children to respect themselves and others, as taught in the parable of the Good Samaritan. We believe that Relationships and Health Education is an ongoing process which should start in the home and continue at school and be delivered in partnership with parents and carers. The programme is tailored to the age and the physical and emotional maturity of the children. Parents are encouraged to discuss the planned curriculum.

Furthermore, the relationship and health education lessons support the wider work of the school by promoting self-affirmation and mental well-being by endorsing positive thinking which is already embedded within the school environment.

What is Relationship and Health Education?

Relationships and Health Education focuses on developing the skills, knowledge and attributes to keep children and young people healthy and safe and to develop good, strong relationships to prepare them for life and work. Relationships and Health Education is an OFSTED planned programme which aims to help children to fully develop as individuals and as members of families and social and economic communities. The goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly in society.

Intent:

Through the Relationships and Health Education curriculum our pupils will:

- Develop a safe and healthy lifestyle
- Understand what makes for good relationships with others
- Develop a whole school approach to building self-confidence and self esteem
- Develop skills in language, decision-making and assertiveness
- Learn to respect the differences between people and celebrate uniqueness
- Have opportunities to consider issues which may affect their own lives and the lives of others
- Develop good relationships with other members of the school and the wider community
- Develop their understanding of healthy and unhealthy relationships both on and offline
- Be offered learning opportunities above and beyond the curriculum
- Be prepared for the roles of adult life

Implementation:

- A school ethos that promotes self-respect and respect for others which values the place and contribution of all individuals to the school
- Circle time activities
- Friendship intervention groups
- Direct, cross-curricular and purposeful Relationships Education teaching across the school
- Teaching Relationship Education through other curriculum areas e.g. Religious Education, Science, computing, PE
- Outside agencies and guest speakers such as police officers, fire fighters, NSPCC
- Whole school events e.g. Anti-bullying week, Online safety Day, Charity fundraising events
- School Council meetings to discuss school issues

Impact

At St Mary's First School we will monitor the impact of our Relationships and Health Education teaching through pupil questionnaires to see what children are learning and enjoying in their Relationships and Health Education lessons to get an understanding of what we can improve to best support our children and to help them grow into active and strong members of the community.

Children and Parental Involvement

At St Mary's First School, children and young people are not simply being prepared to become citizens; they are already citizens both in their school and community. This is embedded through decision making opportunities such as voting for their School Council reps and Eco Committee reps. Parents and carers of pupils at St Mary's First School are also being encouraged to be involved with the development of the Relationships and Health Education policy to ensure that there is an awareness of what pupils will be taught in this subject area. The parental consultation will ensure that parents have an awareness of the subject coverage and how and when Relationships and Health Education will be covered in their children's year groups as well as an opportunity to voice any concerns or questions.

Teaching & Learning

The Policy aims to support all learners and their needs, as inclusivity is part of its philosophy. Teachers will tailor lessons and resources to suit the needs of all children in their class to ensure that they work to achieve their full potential. All teachers will ensure that topics are taught with sensitivity, with a respect for backgrounds and beliefs of pupils and parents. Teachers will collaborate with families and health practitioners where needed and will plan for appropriate content matched to learners' needs to ensure that teaching is inclusive. At St Mary's First School we believe that it is in the best interests of the child to receive high-quality, developmentally appropriate Relationships and Health Education that safeguards learners by teaching the skills and knowledge required to thrive in an ever-changing world, both online and off. The understanding and attributes developed through the Relationships topics will then be used to support individuals right now as they are growing up, and also support them as they develop into adulthood and the working world.

How will sensitive issues be handled and delivered?

Sensitive and controversial issues will be delivered respectfully, taking into account a child or parent's beliefs, values or religion. The purpose of the Relationships and Health curriculum is to enable children to address sensitive issues in a balanced and respectful way, in a safe environment. Teachers will ensure that any sensitive issues are taught in a careful manner with a focus on the needs of the children within their care. Teachers should:

- Ensure that ground rules are established regarding how they behave towards each other
- Ensure that pupils are clear about the difference between fact and opinion
- Provide appropriate support after a session for any pupil who may be upset following on from an issue raised in the lesson
- Not share or express their own views, bearing in mind that they are in an influential position within society
- Adapt and tailor lessons to support the needs of learners to ensure that the lesson is accessible for all

How will the issue of confidentiality be handled?

In the context of Relationships and Health Education lessons, children may disclose personal information. Children must be made aware that in this situation it is necessary for the teacher to act upon certain disclosures that a child may make if the teacher feels that it puts the child or somebody else in danger. Therefore, it is good practice for teachers to establish ground-rules before tackling any sensitive or controversial issues within their lessons.

Delivery across school

The delivery of our Relationships and Health Education will be conducted through our PSHE plans using discrete and cross-curricular learning opportunities. Below is an outline of the Relationships and Health Education topic coverage.

The Relationships curriculum will cover 5 main topics:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The Physical Health and Well Being new curriculum will cover:

- Mental well being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body
- Be an effective and respectful listener

Key skills developed through our Relationships and Health Education

Emotional literacy

Emotional literacy is the ability to recognise, understand, deal with and express emotions in an appropriate manner. Children need to understand the part emotions play in human actions and experiences so that they are able to support their peers as well as know how to handle their individual thoughts and feelings. In order to be emotionally literate, children need to develop the following skills:

- Recognising, naming and describing feelings
- Understanding and empathising with others
- Managing individual feelings
- Responding appropriately to the feelings of others
- Communicating effectively

The opportunities provided in our Relationships and Health Education teaching enables children to develop these skills through well planned activities and circle times as well as supporting children's mental well-being both now and in the future.

Working with others

The teaching of Relationships and Health Education incorporates and promotes the development of teamwork and social skills in order to develop children's capacity to work collaboratively and effectively.

Problem solving

Well planned and effective Relationship and Health lessons should use appropriate real-life situations relating to the topic covered in class. These provide children with a decision-making opportunity and the learners must discuss, use thinking skills and problem solve to reach the best outcome.

Monitoring and assessment

The delivery and implementation of our Relationships and Health Education will be monitored by the RHE Lead and the Senior Leadership Team. They will ensure that all pupils receive high quality teaching to certify that they are fully prepared for future study, work and the wider society. Evaluation of the curriculum's effectiveness will be conducted through pupil questionnaires, interviews, staff meetings and lesson observations.

Agreed by staff and governors July 2023

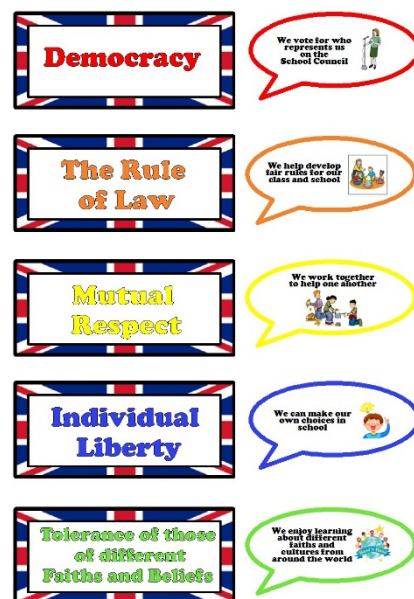
Review July 2025

Appendix

The Relationships and Health Education embeds the delivery and promotion of the British values:

- Democracy
- The Rule of Law
- Mutual respect
- Individual liberty
- Tolerance

These five values will be included in the delivery of Relationships and Health Education lessons across the school as well as promoted in the school environment such as voting, Religious Education lessons, school rules, classroom rules and the School Council.



Teaching

Using the current PSHE plans, the new areas of the RHE curriculum will be added to each topic.

	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My relationships	Me and Other People
Year 1	Class rules School Council <ul style="list-style-type: none"> • Making choices • Compromise • Skills of a representative • Own skills in relation to School Council • Class meetings 	My body <ul style="list-style-type: none"> • Parts of the body • Changing needs • Influences on health and wellbeing • Likes and dislikes • Consequences of choices • Emotional health 	Pets and animals <ul style="list-style-type: none"> • Likes and dislikes • Right and wrong • Needs of animals • Fair and unfair • Human needs 	<ul style="list-style-type: none"> • Medicines • Identifying risks and ways to stop accidents happening • People who help us • Road safety - keeping safe near the road and in the car 	<ul style="list-style-type: none"> • Valuing themselves • Family - different types • Friendship skills • Good and bad friendships • Making choices 	<ul style="list-style-type: none"> • My identity • Groups belong to • Bullying
Year 2	Class rules <ul style="list-style-type: none"> • why have rules School Council <ul style="list-style-type: none"> • How it works • Role of a representative • Class council meeting Feelings <ul style="list-style-type: none"> • Name feelings • Dealing with feelings including negative ones 	<ul style="list-style-type: none"> • Body parts • Personal hygiene • Spread of germs and diseases • Balanced diet • Healthy lunchbox 	Local area <ul style="list-style-type: none"> • Positive and negatives of the local area • Discussion • Role in improving area Money <ul style="list-style-type: none"> • Sources of money • Uses of money • Keeping money safe • Making choices 	Safe and unsafe:- <ul style="list-style-type: none"> • Things e.g. medicines and household substances • Places e.g. roads • People i.e. safe and unsafe touches, feeling comfortable/uncomfortable, secrets and surprises 	<ul style="list-style-type: none"> • Working together • Behaviour and impact on others • Resolving conflict • Teasing and bullying • Changing relationships 	<ul style="list-style-type: none"> • Similarities and differences between boys and girls • Different types of families • Race and religion

Year 3	<ul style="list-style-type: none"> • Class rules • New challenges • Valuing themselves • School Council 	<ul style="list-style-type: none"> • Balanced diet • Impact of healthy diet • Making choices 	<ul style="list-style-type: none"> • Managing money • Good value • Resource allocation 	<ul style="list-style-type: none"> • What is risk • Road Safety • Pressure • Safe and unsafe touches 	<ul style="list-style-type: none"> • What makes a good friend • Falling out 	<ul style="list-style-type: none"> • My identity • My community - school and local • Similarities and differences in community
Year 4	<ul style="list-style-type: none"> • Class rules • Role of School Council rep • Jobs on the School Council • Class council • My strengths and weaknesses 	<ul style="list-style-type: none"> • What keeps me healthy? • What can make me ill - bacteria and viruses • Drugs - medicines and Tobacco • Good and bad habits 	<ul style="list-style-type: none"> • Rights and responsibilities • Rights of the Child • Jobs and duties 	<ul style="list-style-type: none"> • Safety in school • Responsibilities for my safety and the safety of others • E safety 	<ul style="list-style-type: none"> • Feelings of other people • Developing relationships • Different types of relationships • Puberty 	<ul style="list-style-type: none"> • Similarities and differences • Communities including Britain • Respect and tolerance

Policy Links

<ul style="list-style-type: none"> • Anti-bullying • Behaviour Management Policy • Child Protection and Safeguarding • Online safety Policy • Curriculum areas • Equality and Diversity • Special Educational Needs
--