



Relationships and Health Education Policy

St. Matthew's Church of England Primary School's mission statement

We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. As a Christian school, we endeavour to develop the spiritual and moral values of all members of the St. Matthew's family, and a meaningful, loving relationship with God. We want our children to be cheerful and independent individuals who reach their potential and are proud of their achievements. We hope to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives.

Our motto: Live, Love, Learn

'You shall love your neighbour as yourself.'

Matt 22v39

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships and all other friendships. It also covers respect for others and staying safe.

Health Education is a programme of teaching about physical health and fitness, healthy eating, mental wellbeing, puberty, drugs, alcohol and tobacco.

Respect is defined by our school for the purposes of this policy and in delivering statutory content to be 'having due regard for the feelings, wishes or rights of others'. It is not to be confused with the other common definition of respect ('deep admiration for someone or something elicited by their abilities, qualities or achievements').

Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships and friendships. At St. Matthew's Church of England Primary School our relationships and health education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship or family relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Aims

The aims of **Relationships Education** at St. Matthew's Church of England Primary School are:

- To ensure that relationships education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- To help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

The aims of **Health Education** at St. Matthew's Church of England Primary School (Health Education incorporates two strands: **physical health** and **mental wellbeing**) are:

- To give children the information that they need to make good decisions about their own health and wellbeing.
- When issues arise, for children to know how to seek support as early as possible from appropriate sources.
- For children to understand that good physical health contributes to good mental wellbeing, and vice versa.
- To promote pupils' self-control and ability to self-regulate, and strategies for doing so.
- For children to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant,
- For children to respond calmly and rationally to setbacks and challenges.

Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019).

Policy Development and Review

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

1. Review – a working group consisting of staff, governors and parents gathered information including relevant national, diocesan 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 respond to a questionnaire about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed on a termly basis during the first year of implementation, drawing on the views of pupils, parents, staff and the community. The review cycle will then be every three years.

Right to be excused from Relationships and Health Education

Parents cannot withdraw their child from any part of RHE as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Curriculum delivery of Relationships and Health Education

Appendix 1 outlines the curriculum overview for the school in relation to RHE showing which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RHE content. All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

Difficult Questions & Sensitive Issues

Our school's RHE programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

Our school has decided not to teach about or answer questions on rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse or foreplay. Issues relating to sexually transmitted diseases will be discussed in an age-appropriate and sensitive manner as and when they are encountered, for example as an issue in a book or in the media.

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The teacher must inform the DSL at

the earliest opportunity and record the incident in CPOMs. The school will normally seek to inform parents / carers when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Sex Education

Sex Education is statutory for secondary schools but optional for primary schools. After consultation with parents, the Governors have decided that sex education will not be taught at St. Matthew's. The school teaches 'the changing adolescent body' section from the Health Education programme of study, using the services of the School Nurse.

LGBT content

The DfE statutory guidance states that 'children need to know 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'.

The Governing Board acknowledge that LGBT is a reality of today's society. Children experience LGBT people and issues in a variety of different ways; on television, online and walking through town centres. The Governing Board believe that the school should teach children about realities as facts. Some children are brought up by a man and woman, some by single parents, some by grandparents, some by carers, some by two women and others by two men. School will reflect this when talking about families. These facts might be expressed in many different ways; for example, photographs used when discussing different families or in reading books contained in the school library.

The DfE's FAQ page on Relationships and Health Education states: 'Pupils should receive teaching on LGBT content during their school years. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.' Following consultation with staff and parents, the Governing Board has decided that children are made aware of different types of families through a unit of work on families at KS1 and different relationships through a unit of work on marriage in upper KS2. This corresponds with the school's chosen scheme of work for PSHE, 'Dimensions'.

The school strives to teach our children to treat everyone with respect no matter who they are, whatever their background or what choices they make in their lives, whether they disagree with those choices or not. Teachers will not pass an opinion on these matters, merely present facts.

Teaching on Marriage

There is no guidance as to how marriage should be taught in the DfE statutory guidance; only an expectation in the 'what children should know by the end of primary school' section of the document which states: 'Pupils should know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong'.

The Governing Board recognises the legal definition of marriage and how this differs with the teaching of the Church of England and Islam. When covering the subject of marriage, the Church of England's definition of marriage will also be given, which is that 'marriage is in its nature a union permanent and lifelong, for better for worse, till death them do part, of one man with one woman'. Governors are aware that other definitions of marriage exist.

The statutory guidance (para 37) states that LGBT content should be fully integrated into each school's programmes of study for this area of the curriculum rather than delivered as a stand-alone lesson' – the school takes the same approach for the subject of marriage. Marriage is therefore discussed as part of the PSHE themes already in place.

Training

Staff are trained on the delivery of RHE and receive written guidance to keep them fully updated and equipped to teach all required content. The headteacher may invite visitors to assist with the delivery of RHE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Roles and responsibilities

The governing board

The governing board will approve the Relationships and Health Education policy and monitor its implementation.

The headteacher

The headteacher is responsible for ensuring that RHE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from relationships and health education.

Staff

Staff are responsible for teaching in line with the Church of England foundation of the school. They will be expected to deliver RHE with sensitivity, model positive attitudes to RHE and, as with any subject, respond to the needs of individual pupils. Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

Pupils

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

Monitoring arrangements

The delivery of RHE is monitored in line with the school's usual monitoring procedures - planning, teaching and learning and work.

This policy was written by the Working Group for Relationships & Health Education, January 2020 and amended in May 2021 following consultation with parents and teachers.

Review: September 2022, then every three years.

Appendix 1

Coverage of Relationships and Health Education, Personal, Social and Health Education themes

These themes are introduced in whole school assemblies and covered in greater depth and in an age-specific manner during class-based assemblies.

Autumn Term

Christian Values	British Values	Religious festivals	Relationships	Health	Other
Thankfulness	Democracy	Diwali	Diversity	Keeping safe at home	Inspirational People
Trust	Tolerance	Birthday of Guru Nanak	Friendships	Road safety	Remembrance
Why should I be good?		St Andrew's Day	Bullying	Firework safety	Great composers
		Harvest			Recycling
		Christmas			

Spring Term

Christian Values	British Values	Religious festivals	Relationships	Health	Other
Compassion	Respect	Chinese New Year	Courtesy and manners	Sleep matters	Growth mindset
Forgiveness		St David's Day	What is a family?	How are you feeling?	Martin Luther King
		St Patrick's Day	Self-respect	Safer Internet Week	Seven Wonders of the World
		Purim	Managing conflict	Five Ways to Wellbeing	Nelson Mandela
		Easter	Stereotypes	Who can I trust?	

Summer Term

Christian Values	British Values	Religious festivals	Relationships	Health	Other
Hope	The Rule of Law	St George's Day	What is 'old'?	What makes you nervous?	Musical appreciation
Endurance	Individual liberty	May Day		Hobbies	Metacognition
Saying sorry		Ramadan		Healthy Eating	I love reading!
		Eid-al-Fitr		Essential exercise	
		Eid-al-Adha		Safety in the sun	
				Look after your teeth!	
				Wash your hands!	

Appendix 2

Additional Learning Opportunities provided for the children

NSPCC Speak Out, Stay Safe

Speak out, Stay safe consists of a 30-minute assembly to all pupils, delivered by trained NSPCC staff, followed by a one hour workshop for older pupils. Teachers are present throughout so everyone is familiar with the topics covered after the visit.

Children learn (in greater detail in KS2):

- That they should be able to speak out to someone if they're worried or unhappy.
- About children's rights - that all children have the right to speak out and be heard, to be safe and to get help when they need it.
- About the ways that children can be hurt - so that children understand when something's not right. We use the term 'Privates are private'.
- Speaking out - Children think about grown-ups who may be good to talk to, both in school and out of school.
- Getting help - Children learn about Childline, and how they can get in contact if they're worried or need to talk.
- What's worrying you? Children get involved and discuss some of the reasons why a child may feel sad, worried or anxious and need someone to talk to.
- The PANTS rules. These enable them to name body parts and know which parts should be private, know the difference between appropriate and inappropriate touch, understand that they have the right to say "no" to unwanted touch and start thinking about who they trust and who they can ask for help.

Peace Museum Choices Workshop for Years 5 & 6 (covering British Values and the PREVENT duty)

Children experience a touring exhibition and workshop programme which allows them to explore themes relating to the choices people make in times of conflict.

During a guided tour of the exhibition, which uses WW1 as a starting point, children are asked to explore what courage means, what influences people's decisions, discover those who joined up to serve their country and those who spoke out for peace in times of conflict.

Following the tour, children take part in a practical workshop which brings the topics into the present day, exploring the world today and how we can respond to the threat of extremism.

Other visitors

- Leanne Romney (PREVENT Education Officer Lancashire) provides sessions for Year 6 children on PREVENT and Stereotyping.
- School Nurse provides sessions for Year 6 children on the changing adolescent body.

Appendix 3

Programme of Study for Relationships Education

Families and people who care for me

By the end of primary school, pupils should know:

- 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 marriage¹³ 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.

¹³*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

Caring friendships

Pupils should know:

- 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.

Respectful relationships

Pupils should know:

- 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.

Online relationships

Pupils should know:

- 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.

Being safe

Pupils should know:

- 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.

Appendix 4

Programme of Study for Health Education

Mental wellbeing

By the end of primary school, pupils should know:

- 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

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- 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.

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

- 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.

Basic first aid

Pupils should know:

- 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

Pupils should know:

- 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.