



Relationship and Health Education (RHE) Policy

This policy applies to all sections of Charlotte House School including EYFS although RHE is not compulsory for those under 4+.

Staff responsible:	Head/Deputy Head/ Academic Director
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Related policies:	Anti-bullying Policy Assessment Policy Child Safeguarding Policy Curriculum Policy Equal Opportunities Policy Health & Safety Policy Internet & E-Safety Policy PSHEE Policy Science Policy SEND Policy
This document also appears on:	Website

This policy is in compliance with:

Section 80A of the Education Act 2002 and section 403 of the Education Act 1996
Education Act (2010)

DfE Relationships and sex education (RSE) and health education (Updated 2021)

Keeping Children Safe in Education (2023)

Equality Act (2010)

Children and Social Work Act (2017)

The following documents were referred to when writing this policy:

Supplementary Guidance SRE for the 21st century (2014)

PSHE Association guidance on writing your school's relationship and sex education policy (2017)

Teaching online safety in school (Updated Jan 2023)

Overview

We recognise our responsibility at Charlotte House to promote the spiritual, moral, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

What is relationships and health education (RHE)?

It is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of physical and emotional changes to the body, sexuality, and sexual health.

Why should RHE be taught in school?

The Department for Education guidance states that all primary schools must teach Relationships Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals

RHE begins at a very early age and, while much of it is learnt from parents, it is also discovered from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. RHE in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to physical and emotional health and well-being and moral development.

A successful programme will help children learn to respect themselves and others and allow them to move, with confidence, from childhood through adolescence into adulthood. Much of the content which is now statutory has been covered at Charlotte House over the past five years through the RS and PSHEE curriculum and so this is not a new area for us but some of the nomenclature has had to change.

Aims and Objectives for RHE

The aim of RHE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. RHE focuses on the development of skills and attitudes as well as the acquisition of knowledge.

The objectives of RHE are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others (including safety online)

- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others in accordance with British values
- To help pupils gain access to information and support
- To develop skills for a healthier, safer lifestyle (including mental health)
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To support children to develop a strong sense of self and skills to buffer unhelpful messages about body image
- To display information and posters that reflect the diversity of students thereby ensuring that the school is welcoming and supportive to all children and families
- To provide education on fitness and nutrition that has a positive focus upon energy, fun, social connection and health
- To help pupils understand that we provide food in schools that is nutritious and balanced
- To provide information/training for families that looks at how to support children to develop a positive body image and sense of self
- To help pupils learn to recognise the early signs of body dissatisfaction and refer children and families to health professions if necessary
- To be prepared for puberty and adulthood
- To help pupils understand issues relating to equality and diversity.

Morals and values framework

The DfE guidance states that RHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of students. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care and the teaching of sex, sexuality and sexual health.

Teachers and all of those contributing to RHE are expected to work within an agreed values framework and are aware of their obligations under the Equality Act and the school's equality policy and will nurture a careful culture of respect and tolerance towards diversity and ensure our teaching reflects the modern world.

All those who teach aspects of RHE within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of RHE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background

- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The organisation of RHE

Whilst RHE is taught across the school through various subjects, we initially introduced a PSHE/RHE scheme of work called Jigsaw. Jigsaw covers all the statutory requirements of the Relationships and Health Education curriculum announced in 2019. We have now adapted this program to deliver this information to our girls in a way staff feel is best for our cohort. Our scheme of work is progressive and comprehensive, using a common framework for each lesson, focusing on encouraging children to explore their emotions and understanding in a safe, calm and mindful environment.

Each year group follows the same outline of topic headings across the school year, so school assemblies and displays can be used to introduce and reinforce the learning going on in lessons. There are six themes over the year which cover all the RHE and PSHE curriculum. The teaching strategies are varied, differentiated and cater for various learning styles. Girls learn through a variety of activities, drama, group work, discussion, circle time and “Calm me” time.

Topics being covered will be included on the termly overview prepared for parents and any materials being used will be made available to parents should they wish to see them.

Any material change to the content of our RHE provision will only be instituted after further consultation with parents.

Learning outcomes for RHE within the school

By the end of Reception, children will:

- Understand some areas in which they can look after themselves, eg dressing and undressing
- Explain why it is important to keep clean
- Understand some basic hygiene routines
- Identify different members of the family
- Understand how members of a family can help each other
- Have started to explore the idea of trusted adults
- Have thought about the life cycles of some animals

By the end of Year 2, children will:

- Begin to recognise similarities and differences between themselves and others and, by encouraging positive self-esteem develop an appreciation of these differences
- Know how to keep clean and look after oneself
- Understand that babies become children and then adults
- Know the differences between boys and girls
- Know there are different types of families
- Know which people we can ask for help
- Understand that some people have fixed ideas about what boys and girls can do and learn to challenge these stereotypes
- Understand about human emotions and be learning how to deal with them

Through work in Science, children will also learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the important of personal hygiene to maintain good health.

By the end of Year 6, pupils should know:

Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring 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.
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.

	<ul style="list-style-type: none"> • 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	<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.
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. • 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.
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.

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent 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	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<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).
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
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.

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<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.

In Science, pupils build on their knowledge of life cycles and learn about the basic biology of human reproduction. They learn about the structure and function of the male and female reproductive systems, the menstrual cycle and fertilisation. Pupils are taught about the physical, emotional and social changes at puberty, which include personal hygiene. They build on their knowledge of the basic biology. Pupils are taught about the physical and emotional changes that take place during adolescence.

Monitoring, evaluating, recording and assessment

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment. Elements of RHE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding. From Form I onwards, girls are given a Journal which is an opportunity for them to record their ideas and outcomes from lessons. The girls will take their Journal from one form to the next so that they can see their progress and development of ideas over time.

Dealing with questions

The school is committed to employing active learning methods which involve children's full participation. It is essential that schools can help children develop confidence in talking, listening and thinking about sex and relationships. Before starting RHE lessons ground rules are discussed and agreed with the children. These ground rules help the teacher create a safe environment which will minimise any embarrassment the children might feel and will discourage inappropriate personal disclosures. Within lessons, we adopt the Charter (adapted for each class as desired) which establishes these safe spaces very clearly and explicitly at the start of each lesson.

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate; personal questions relating to staff members are not answered. Each class from Form II up has a way for girls to raise concerns or ask questions without face to face contact via a worry monster or question box. If a teacher is asked a question that is age-inappropriate for the child or whole class then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised or statement is made that alerts a member of staff to safeguarding concerns, child protection procedures will be followed as set

out in the school's safeguarding policy. As the range of understanding may be considerable, a three level response to questions is advised:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

Terminology

Guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Special Educational Needs and disabilities (SEND)

Teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs in order for them to have full access to the RHE curriculum. Differentiation for children with SENDs should be planned for in terms of:

- Learning objectives
- Activities
- Teaching methods
- Resources

Teaching assistants, when available, will support in ways appropriate to the needs of the individual.

Equal Opportunities

All RHE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Staff are aware of and sensitive to the protected characteristics as outlined by the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of the subject in school.

At our school it is our aim to provide a RHE programme which is accessible to all our children, regardless of age, disability, race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully avoiding stereotypical images.

Withdrawal of students from RHE and complaints procedure

We recognise that parents and carers are the primary providers of RHE for their children. Our RHE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RHE policy and practice;
- Provide opportunities to view videos, lesson plans and resources used in the RHE programme;
- Answer any questions that parents may have about RHE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's RHE curriculum is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science (biological aspects of human growth and reproduction). These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We will inform parents of the right to withdraw by letter at least three weeks in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right

to withdraw their child from non-statutory sex education should talk with the head teacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

Any complaints about the content or delivery of RHE should be made in accordance with the School's Complaints Policy.