The Dingle Primary School

Relationships and Health Education (RSHE) Policy

1. Aims

Through our teaching of relationships, sex and health education, we aim to:

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

2. Statutory requirements

As of September 2020, the teaching of RSHE Education became compulsory in all maintained primary schools in England as part of the National Curriculum.

At The Dingle Primary School we teach RSHE as set out in this policy.

3. Definition

Relationships Education is learning the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

Sex Education is learning about how bodies change as children go through puberty. The children will learn about the reproductive system.

Health Education is learning the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical wellbeing.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles diversity and personal identity.

4. Policy development

This policy has developed in consultation with senior leaders, staff, governors and parents.

Roles and responsibilities

5.1 Governing body

The school governors will approve the RSHE policy and hold the head teacher to account for its implementation.

5.2 Head teacher

The head teacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSHE.

5.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes towards RSHE
- Monitoring progress
- Responding to the needs of individual pupil

Staff will teach all aspects of RSHE in a way that promotes safeguarding and is sensitive to the needs and previous experiences of the children in their class. Any concerns raised during these lessons will be dealt in line with the schools safeguarding policy.

5.4 Pupils

Pupils are expected to fully engage in RSHE and to treat others with respect and sensitivity.

6. Parents' right to withdraw

Parents have the right to withdraw their child from any non-statutory components of the RSHE curriculum. This only applies to the specific teaching of the conception parts of the curriculum. Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed on the pupil's educational record.

7. Monitoring

The delivery of RSHE Education is monitored by RSHE Subject lead, Mr Matthew Griffiths.

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

8. Safeguarding

We recognise that by the nature of the content of RSHE lessons, it is very likely that some pupils may be affected by issues discussed in lessons. Concerns raised may be of a sensitive nature and will require the class teacher to be particularly considerate and understanding of the circumstances of individual pupils, following up any issues raised as appropriate. Class teachers may also need to deal with safeguarding disclosures or concerns (e.g. of abuse or offending behaviour). All concerns must be reported to the Designated Safeguarding Lead and should be recorded in the usual way, in line with Child Protection and Safeguarding policy.

Class teachers may also be aware of the past circumstances of pupils who may have been directly impacted by issues covered in the lessons and those with adverse childhood experiences. In such cases, staff should be additionally sensitive when planning and delivering lessons for their class, seeking advice from senior leaders and working with parents/carers as appropriate to provide additional support for the child.

Proposed curriculum

Relationships Education

By the end of primary school all children should know about:

Families and people who care for me

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. This will include same sex parents.
• 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

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.

Health Education

By the end of primary school all pupils should about:

Mental wellbeing

 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.
• about reproduction and birth in an age appropriate manner.

At The Dingle Primary School, we use the Christopher Winter Project scheme of work to deliver the RSHE curriculum.

9. Curriculum Overview

Reception	**Family and friendships** Caring friendships, Being kind, Families
Year 1	**Growing and caring for Ourselves** Different friends, Growing and changing, Families and care
Year 2	**Differences** Differences, Male and female animals, Naming body parts
Year 3	**Valuing differences and keeping safe** Body differences, Personal space, Help and support
Year 4	**Growing up** Changes, What is puberty?, Healthy relationships
Year 5	**Puberty** Talking about puberty, The reproductive system, Help and support
Year 6	**Puberty, relationships and reproduction** Puberty and reproduction, Communication in relationships, Families, contraception and pregnancy, Online relationships

Confirmation that the **Relationship and Health Education Policy** in respect of The Dingle Primary School has been discussed and adopted by the Governing Body.

Signed…………………………………………..   Dated………8.1.2025…….
                Chair of Governors