



# Alsager Highfields Primary School

## RELATIONSHIPS AND HEALTH EDUCATION POLICY

Prepared by Mrs R Woollam, Headteacher  
June 2021

Presented for approval to the IEB  
on 28/06/21  
and subsequently approved and adopted July 2021

Chair of IEB:  
Mr Peter Cox

Signature:

Date:  
09 July 2021

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**Review Date: to be reviewed in the light of operating experience  
and/or changes in legislation.**



*This policy:*

- *has been developed through a process of consultation with the relevant professionals*
- *has been developed with consultation of the Executive Interim Board*
- *will be reviewed summer term 2023.*

Designated Leads Mrs Henshall/ Mrs Woollam

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### **1. Aims**

The aims of Relationships Education, Relationships and Sex Education and Health Education Policy (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

### **2. Statutory requirements**

**As of September 2020, it will become compulsory to teach Relationships Education and Health Education in all maintained primary schools in England as part of the national curriculum. Although it is not compulsory to teach Relationships and Sex Education (RSE) in primary schools, the Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.**

*Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft statutory guidance doc, Feb 2019 (This was delayed due to Covid to Summer 2021)*



RSHE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach RSHE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Alsager Highfields Primary School we teach RSHE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with the relevant professionals and will be reviewed by July 2022 by staff, governors, pupils, and parents.

### 4. Definition

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

Health Education in primary schools 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 health.

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

RSE involves a combination of sharing information and exploring issues and values.

**RSE is not about the promotion of sexual activity.**

### 5. Delivery of Relationships Education, Relationships and Sex Education (RSE) and Health Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in P.E., Computing (e-safety) or other relevant areas of the curriculum such as the 'Cooking and Nutrition' area of Design and Technology.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.
- Discussion and group work.

These skills are taught within the context of family life.  
(More details in section 9. Proposed curriculum)



## **6. Roles and responsibilities**

### **6.1 The Governing Board**

The governing board will approve the Relationships Education, Relationships and Sex Education (RSE) and Health Education policy and hold the headteacher to account for its implementation.

### **6.2 The Headteacher**

The headteacher is responsible for ensuring that Relationships Education, Relationships and Sex Education (RSE) and Health Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 7).

### **6.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to Relationships Education, Relationships and Sex Education (RSE) and Health Education.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

### **6.4 Pupils**

Pupils are expected to engage fully in Relationships Education, Relationships and Sex Education (RSE) and Health Education and, when discussing issues related to these subjects, treat others with respect and sensitivity.

## **7. Parents' right to withdraw**

Parents' have the right to withdraw their children from **the non-statutory** components of this subject, which as of September 2020 will only include non-statutory/non-science components of RSE

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

## **8. Monitoring arrangements**

The delivery of RSE is monitored by Relationships Education, Relationships and Sex Education (RSE) and Health Education Subject Lead, Mrs Henshall.

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

This policy will be reviewed by Subject Lead, Mrs Henshall, every year. At every review, the policy will be approved by the governing board and the Headteacher.



## 9. Proposed curriculum

Relationships Education, Relationships and Sex Education (RSE) and Health Education

### Relationships Education

As part of our delivery of the 'Relationships Education' curriculum at Alsager Highfields, we have opted to use the reading materials suggested thorough Andrew Moffett's highly acclaimed 'No Outsiders' programme and will be using elements of this programme to inform and enhance the teaching of this area. Our RSE curriculum will form part of our Hearts and Minds yearly overview (see separate document) which Incorporates: Equality and Diversity, RSE, safeguarding, anti-bullying, mental wellbeing, British Values and PSHE.

### By the end of primary school:

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security, and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage (including same-sex marriage) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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,</li> </ul>



	<p>how to manage these situations and how to seek help or advice from others, if needed.</p>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative, or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>



	<ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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## Relationships and Sex Education (RSE)

Reception: - Friendships - To consider how we treat each other; what is bullying behaviour; and promoting self-awareness and self-esteem

Year 1: Our Lives - To consider the routines and patterns of a typical day and understand some areas in which the children can look after themselves e.g. dressing and undressing; to understand why hygiene is important; and to recognise that all families are different and understand how members of a family can help each other.

Year 2: Growing and Caring for Ourselves - To understand some basic hygiene principles; to introduce the concept of growing and changing; and to explore different types of families and who to ask for help.

Year 3: Differences - To introduce the concept of male and female and gender stereotypes; to describe some of the physical differences between males and females and to understand how this is part of the lifecycle; and to name the male and female body parts.

Year 4: Valuing Difference and Keeping Safe - To explore the differences between males and females and to name the body parts; to understand personal space, identifying different types of touch and talk about ways of dealing with unwanted touch; and to explore different types of families and who to go to for help and support.

Year 5: Growing Up - To explore the human lifecycle; to identify some basic facts about puberty; and understand that children change into adults so that they can reproduce.

Year 6: Puberty - To explore the emotional and physical changes occurring in puberty; understand how puberty affects the reproductive organs; and know how to get help and support during puberty.



## Health Education

### **By the end of primary school:**

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>





	<ul style="list-style-type: none"> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
Drugs, alcohol, and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination.</li> </ul>
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>