



## **HEATH HOUSE PREPARATORY SCHOOL**

### **Relationship and Health Education Policy**

This policy applies to the following year groups at Heath House: EYFS, Pre-Prep Year 1, Pre-Prep Year 2, Prep Year 3, Prep Year 4, Prep Year 5 and Prep Year 6. This policy works in conjunction with the School's ethos and values as well as being represented in Assemblies and the School's Child Protection Policy, PSHE and Citizenship Policy, Curriculum Policy and Spiritual, Moral, Social and Cultural Development Policy.

The Government have made Relationships Education and Health Education compulsory in all primary schools in England from September 2020 with the new 'Relationships Education, RSE, and Health Education (England) Regulation 2019'. Sex education is not compulsory in primary schools. Relationship and Health Education at Heath House focuses on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught, at a young age, about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of their time at Heath House, pupils are taught how to take turns, how to treat each other with kindness, consideration, tolerance and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, all in complete agreement with our school values and ethos.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or safe and unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary level.

Respect for others is taught in an age-appropriate way, in terms of understanding ones own and others' boundaries in play, in negotiations about personal space, having 'kind hands', sharing toys, books, resources and so on. From the beginning of their time at Heath House, children are taught about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter during PSHE lessons as well as informally throughout Heath House and across the curriculum. Drawing attention to these values on a daily basis enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security both at home and at school. This will also help children to recognise less positive relationships when they encounter them and help them to feel better equipped to deal with the challenges they may face.

The principles of positive relationships also apply online especially as, by the end of their time at Heath House, many children will already be using the internet for social purposes. When teaching about relationships, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives and ages. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Children are taught that families can include for example, single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures. Care is taken to ensure

that there is no stigma attached to any child based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, sometimes referred to as 'virtues', within the individual in the schools wider context, which also encourages the development and practice of resilience and grit. In addition to this, children gain character traits such as believing they can achieve, perseverance with tasks, working hard towards long-term goals and rewards and, continuing despite setbacks. The School Values are integral to all PSHE lessons. Each classroom has a 'Talk to the Teacher' box where children are able to place small notes to speak to their teacher. All teachers check the boxes regularly and respond to any notes inside in a timely and appropriate way.

Alongside understanding the importance of self-respect and self-worth, pupils develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This is achieved in a variety of ways such as providing planned opportunities such as supporting community charities, taking part in activities such as workshops in and out of school and visiting places of interest outside of school. Children are encouraged to create a personal target, which is included with their termly targets, reflecting what they have achieved so far but what they would also like to work on.

Relationship and Health Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationship and Health Education, children gain the knowledge they need to recognise and to report abuse. This is delivered by focusing on boundaries and privacy, understanding the meaning of personal space, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Children are taught how to report concerns and how to seek advice when they suspect or know that something is wrong. At all stages, teaching is balanced about making sensible decisions to stay safe, including online, whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. Please see the Anti-Bullying policy for further information.

These subjects complement PSHE, specifically Health Education lessons and as part of a comprehensive programme and whole school approach, this knowledge also supports the safeguarding of our children. Please see the Child Protection Policy for further information.

Children will cover the following overarching topics in their RHE lessons:

### **Kindergarten**

- Myself and my feelings
- How others are effected by my actions
- Forming positive and secure relationships with my peers and adults
- How to be a good friend
- We are all unique
- How to be kind

## **Reception**

- Myself and my feelings
- How others are effected by my actions
- Forming positive and secure relationships with my peers and adults
- How to be a good friend
- We are all unique
- How to be kind

## **Pre-Prep Year 1**

- The importance of personal hygiene and how to take care of myself.
- My feelings, including understanding loneliness and anxiety and knowing who I can tell if I feel uncomfortable.
- Understanding boundaries and personal space.
- Know what is appropriate touching of others and who to tell if I ever feel uncomfortable.
- Understanding how important friendships are.
- Learning what trustworthy, kind, truthful and loyal friend is.
- Identify the characteristics of a stable and supportive family.
- Knowledge and understanding that other children's families are different to my own and to respect that know that families are made up of love and care.

## **Pre-Prep Year 2**

- How to look after myself, hygiene, the human body, brushing teeth, healthy eating and how my body works in relation to this.
- Growth mind-set and how I adapt to new situations
- Online safety and knowing that people can behave differently online. What is appropriate and not appropriate.
- Importance of having respect for others in my home and the importance of having self-respect.
- How to behave at school, rules and expectations, school values and how best to achieve them.
- How can I reach my maximum potential, target setting and goals.

## **Prep Year 3**

- Identify the importance of positive relationships.
- Recognise positive friendships.
- Identify and explore different family dynamics.
- Explore different social situations.
- Understand the importance of a community.
- Recognise differences by celebrating individuality and talents in other people around us.
- Define the term diversity and recognise it in social situations.
- Explore the term 'growing up' and the challenges this may bring.
- Challenge stereotypes and gain awareness of individuality.
- Understand the term compassion and relate it everyday situations.
- Explore and respect different religious beliefs.

## **Prep Year 4**

- It's My Body
- My body my choice, including understanding consent and control
- The importance of sleep
- Taking care of my body
- How do I feel about my body including body image and social media

- Healthy choices, understanding the consequence of a choice made on the body.

### **Prep Year 5**

- It's My Body
- My body my choice, including understanding consent and control
- The importance of sleep
- Taking care of my changing body including puberty and hygiene
- Harmful substances learning about legal and illegal drugs and the impact they have on the body
- How do I feel about my body including body image and social media
- Healthy choices, understanding the consequence of a choice made on the body.

### **Prep Year 6**

- Relationships & Respect
- Showing respect to friends and family
- Embracing differences (healthy family life)
- The secrets of success (family differences/LGBT+/love is love)
- Puberty (physical and emotional changes, hygiene)
- Puberty (changes in preparation for reproduction)

By the end of their time at Heath House, children will have learnt:

### **Children's families and the people who care for them**

- 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 and are just as important;
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security and confidence as they grow up;
- that marriage and civil partnership represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong; and
- 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**

- 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; and

- 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**

- the importance of respecting others, even when they are very different from them for example, physically, in character, personality or background, 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**

- 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**

- the kind of boundaries that 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 safe and unsafe physical and other types of contact;
- how to respond safely and appropriately to adults they may encounter in all contexts, including online, to an adult that 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, for example family, teacher or other safe adults.

## **Mental Wellbeing**

- 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**

- 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**

- 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**

- 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**

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

## **Health and prevention**

- 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**

- 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**

- 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.

Teachers meet these expectations using an age-appropriate programme of Relationship Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods take account of these differences, including when they are due to specific special educational needs or disabilities, and the potential for discussion on a one-to-one basis or in small groups. Teachers ensure they have designed their lessons in appropriate manner to identify when it is appropriate and inappropriate to deliver information in a whole-class setting.

## **Managing Difficult Questions**

Children will occasionally ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education for their age. If teachers are asked such questions, they answer the child on an individual basis, where it is not appropriate to answer the question in the whole class

situation, in an age appropriate way. Teachers will also inform the parent of the question that the child has asked. The School feels that it is important to give children suitable, age appropriate answers given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

## **Sex Education**

Sex education is not compulsory at primary level. Therefore, Heath House has taken the decision not to teach this subject unless it is deemed necessary by the head teacher and class teacher for the particular cohort. If a need for such lessons is identified, a consultation will take place with parents regarding the content of the lessons. Parents will be required to give their consent for their child to take part in Sex Education lessons.

This policy has been written using the guidance issued by the Department for Education and will be updated at least annually in line with any changes issued by the DfE. <sup>1</sup>

Internal use only

<b>Last reviewed</b>	25 October 2022
<b>Date for review</b>	25 October 2023

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<sup>1</sup> <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>