



# Kings Court First School

## Relationships Health Education Policy (RHE)

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### 1. Aims

The aims of relationships education and health at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help children understand the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our school values are at the core of everything that we do.

**Children's Motto:** Caring, Sharing and Learning Together

**Behaviour Policy:** Ready, Respectful, Safe

**Learning Behaviours:** The Royal Red Crown Jewels: **Resilience, Enthusiasm, Determination (RED)**

### 2. Statutory requirements

As a maintained first school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

This policy follows the guidance set out in the Relationships Education and Relationships and Sex Education and Health Education (England) Regulations 2019.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHE, we must have regard to statutory guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#) and section 80A of the Education Act 2002.

At King's Court we teach RHE as set out in this policy.

### 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national 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 attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy has been revised in line with updates to statutory guidance from the Department of Education (DfE)

Relationships Education teaches pupils about what a relationship is, what family means and who can support them.

### 4. Definition

RHE involves a combination of sharing information, and exploring issues and values.

### 5. Curriculum

Our curriculum is set out in the document below, RHE is taught progressively throughout the year groups from reception to year 4. Healthy Me in the spring term and Changing Me in the summer term are the key topics covering health and relationships.

PSHE curriculum map



PSHE and RE  
(relationships educati

The overview of what the children should know is detailed in Appendix 1.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed.

We are an attachment aware school with a **gold** award accredited by the Local Authority. Our ethos is centred around nurture and an understanding children's behaviours and mental health. Ensuring we understand children's worries and anxieties about growing up. Is important to address with young children. We have a range of strategies and support for children who may need it through;

- Emotional Literacy Support: ELSA, including ESLA trained support in reception
- Nurture room: groups for Key Stages 1 and 2
- My Happy Minds mental health programme
- Bubble box: discrete method for pupils to share their worries
- Calm corners across the school, including school calm corner for all pupils
- Nurture blue print detailing whole school expectations and strategies
- Trauma Informed Relationships policy, linked with behaviour policy

## 6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE), as well as through safeguarding assembly themes. The PE Concept curriculum develops teaching around 'know, show, grow' with healthy participation as a key strand.

Sex education is not taught in a first school, our focus with young children is relationships education, an example from the Y4 curriculum is detailed below;

Y4 curriculum content (Jigsaw): growing up, lifecycle, some puberty, some reproduction.

The Jigsaw programme is a scheme of work which was a deliberate choice, due to the age of our children in a first school (4-9 years old), and the progression of the topics through the themes. The children enjoy working with the 'Jiggies' who are fun characters they can relate too. A list of our deliberate choices and links with safeguarding and other curriculum subjects can be found on the curriculum map. The teachers adapt the lessons to meet the needs of the children in their class.

Relationship's education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### Links to safeguarding

Safeguarding is a key part of the PSHE curriculum. Strong safeguarding links, PSHE and assembly themes are detailed on the curriculum overview below;

<b>Safeguarding &amp; Assemblies</b>	<b>Whole School</b>	Being Me in My World: British Values School Council	Celebrating Difference: Anti-bullying and Equality	Energy Saving Week: January	Healthy Me: Looking after myself	Relationships: Online safety	Changing Me: Relationships/Health Education (RHE)
		World Mental Health Day: October	Anti-Bullying Week: November	LGBT + History Month: February	Behaviour, values (school priorities) and Royal Red Crowns: learning behaviours	Walk to School Week: May	Pants – NSPCC
		World Homeless Day: October	Behaviour, values (school priorities) and Royal Red Crowns learning behaviours	Safer Internet Day: February (Paul Hay internet safety across the community, every 3 years)	Shrove Tuesday: March	Bike to school day: May	Father's Day June
		NSPCC assembly: bi-annually	Diwali/Deepavali: November	Children's Mental Health Week: February	Ash Wednesday: (Lent begins) March	Behaviour, values (school priorities) and Royal Red Crowns: learning behaviours	Behaviour, values (school priorities) and Royal Red Crowns: learning behaviours
		School council and children as leaders	Guy Fawkes Day: November	Behaviour, values (school priorities) and Royal Red Crowns: learning behaviours Epiphany January	World Poetry Day: March	Shakespeare's birthday (23 April)	Transition
		Jeans for Genes: September	World Science Day: November	World Religion Day: January celebrate equality and all religions	Mother's Day March	St George's Day April	Celebrating the year
		Behaviour, values (school priorities) Royal Red Crowns: learning behaviours	Armistice/Remembrance Day: November	Prevent	Easter	Eid ul-Fitr begins May	Eid ul-Adba July
		Equality	Road Safety Week (include river safety) November	Anti-bullying	St. George's Day: wear uniforms to schools (Brownies etc.) April	Bike to School Day May	Mandela Day July
			World Children's Day: November	Equality	Ramadan: April	VE Day May	
			Hanukkah: November	LGBT+ History Month (starts 1 February) Charles Dickens' birthday (7 February)	World Health Day April		
			Advent: December	Safer Internet Day: February			
			Advent 2/Keeping safe	Valentine's Day (14 February)			
			Advent 3/on line safety				
	Advent 4						

### Allegations against other pupils which are safeguarding issues (child-on-child abuse)

Occasionally, allegations may be made against pupils by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse and sexual exploitation, bullying, cyber bullying and sexting. It should be considered as a safeguarding allegation against a pupil if some of the following features are present;

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Refer to the safeguarding policy for further information on safeguarding issues against a pupil, child-on-child abuse, sexual violence.

Refer to the anti-bullying policy for further information about bullying.

### Procedure for Dealing with Allegations of Child-on-Child Abuse

When an allegation is made by a pupil against another student, or about a child-on-child incident they have witnessed or been a part of, members of staff should consider whether the complaint raises a safeguarding concern.

If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

The member of staff will listen to the disclosure, using open language and demonstrate understanding without judgement.

The school and the Designated Safeguarding Lead will also take account of the wider context in which the alleged incident(s) of child-on-child abuse took place, for example the physical environment of the school; route/travel to and from school; online environment and gender norms a factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The Designated Safeguarding Lead should contact early help/social care to discuss the case.

The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.

If the allegation indicates that a potential criminal offence has taken place, the police will become involved.

Parents, of both/all the student/s concerned with the disclosure/allegation and the alleged victim/s, should be informed and kept updated on the progress of the referral.

The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy on CPOMs. If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, monitoring plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned. Where a disclosure or allegation indicates that indecent images of a child or children may have been shared online, the DSL will consider what line of action is to be taken in line with the Child Protection and Online Safety policies.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHE.

### **7.3 Staff**

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RHE

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.

## **Staff Responsible for Teaching RHE in line with our school's PSHE policy.**

Sue Pye-Beraet: PSHE Lead/ Mental-health lead

Lucy Johnson: Reception teacher, Senior Leadership Team

### **7.4 Pupils**

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

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education. Parents do not have the right to withdraw their child from Relationships Education or Health Education.

Alternative work will be given to pupils who are withdrawn from relationships education in an exceptional circumstance.

## **9. Training**

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurse or other professionals, to provide support and training to staff teaching RHE.

## **10. Monitoring arrangements**

The delivery of RHE is monitored by Sue Pye-Beraet through:

Monitoring arrangements: learning walks (Walkthrus) and pupil voice.

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

This policy will be reviewed by Sue Pye-Beraet annually. At every review, the policy will be approved by the Chair of Governors/PSHE Governor, Neil Dodds and the governing board.



# Kings Court First School

## Appendix 1: By the end of first school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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 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>
Caring friendships	<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, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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>
Online relationships	<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>

TOPIC	PUPILS SHOULD KNOW
Being safe	<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> <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>