



Approved by Governors:

Review date: February 2027

Relationship Education and Health Education (RHE) Policy

To be read in conjunction with the PSHE Policy and RSE Policy.

Rationale

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’ Damian Hinds, (The Secretary of State for Education) 19 July 2018.

The guiding principles are that the subject content for Relationship Education and Health Education must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. We complement and reinforce this role, building on what pupils learn at home as an important part of delivering a good education.

At Norwood, we want Relationship Education and Health Education (RHE) to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. We know that children and young people are increasingly experiencing challenges and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content will support our Norwood mission statement “Aspire Respect Enjoy” in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils’ ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

RHE represents a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’, wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Definition of Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Aims and Objectives of Relationships Education

Families and people who care for me

By the end of primary school, 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.
- 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

By the end of primary school, 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

By the end of primary school, 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. Marriage in England and Wales is available to both opposite sex and same sex couples.

[N.B. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.]

- 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.

Online relationships

By the end of primary school, 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

By the end of primary school, 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.

Definition of Health Education (Physical Health and Mental Wellbeing)

The focus in primary school should be on teaching 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.

Aims and Objectives of Health Education (Physical and Mental Wellbeing)

By the end of primary school, 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.

- 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

By the end of primary school, 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

By the end of primary school, 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

By the end of primary school, 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

By the end of primary school, 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

By the end of primary school, 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.

Teaching and Learning Approach

To ensure our Norwood children get the very best teaching in RHE we have chosen to use an award-winning resource, 1decision. 1decision has been kite-marked by the PSHE association as a quality assured product. The 1decision resources have been created by PSHE and Safeguarding experts together with schools, and most importantly children.

1decision always ensures it is updated in line with both statutory requirements and best practice. It clearly follows OFSTED guidance detailing elements of Intent, Implementation and Impact.

The 1decision platform has been designed to be interactive, fun, and engaging. At its core are a series of short film clips with alternative endings, which encourage children to consider the consequences of different decisions. The video clip teaching sequence allows children to develop essential skills, knowledge, and vocabulary to manage different influences and pressures in their lives and to make safe and informed choices.

With 1decision our pupils will develop the capacity to make confident, sound decisions when facing risks and challenges in both every day and complex contexts. Everyone faces difficult situations in their lives. The 1decision programme will support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

Establishing a safe learning environment

A safe learning environment for both pupils and adult staff in the classroom is especially important for RHE lessons. A classroom with a safe learning environment protects pupils from any possible distress; enables them to feel comfortable about sharing feelings; able to explore values and attitudes; express their own opinions and consider the views and opinions of others, without the fear of negative feedback.

Developing ground rules with pupils

It is good practice to work with pupils to establish ground rules about how they will behave towards each other during discussion. Ground rules help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other pupils (whether intentional or not). Such ground rules support broader class rules and the school's behaviour policy. To be effective, develop ground rules for RHE lessons together with your pupils, re-visit them at the start of every lesson and apply them in all discussion and group activities, amending as necessary.

Distancing

To 'distance' the learning means to put the learning in the third person and to ensure that pupils are not encouraged to talk about their own or others' private experiences and personal examples. When learning is distanced, pupils are more able to engage with and discuss issues (especially those that may be more sensitive and controversial). When pupils feel put-on-the-spot, and asked to reflect on and share their own experiences, they may feel strong emotions that hinder the ability to learn from, or derive meaning and insight from the example. It is therefore safer and more effective to help pupils to think about someone other than themselves, someone 'like them' – for example, a simple profile of a child about their age, who goes to a school like theirs. Pupils will then gain more from discussing questions like 'what might they think, feel, do?' and giving advice to characters in the role of a friend, sibling, classmate, agony aunt or uncle.

Managing hot seating and role play effectively

When these teaching methods are used in RHE, teachers must take care not to inadvertently inspire, provide instruction in, or enable pupils to rehearse unhealthy or unsafe behaviours. It is best in the first instance to demonstrate by taking on a role in the hot seat or role play scenario and ensure that information about the character or scenario is carefully selected and presented. When acting in role play, pupils take on the role of a fictional character. It is useful to provide a prop or item of clothing (such as a hat) to signify they are in character as someone else. Pupils should never role play themselves. Once the activity has been completed, it is important for pupils to get out of character, or de-role. You can do this by asking the pupil(s) to shake the character off physically through a range of physical exercises and movements (e.g. shaking the arms or legs or removing the item of clothing) and stating that by doing this, they are no longer the character.

Managing difficult questions

Questions from pupils should be encouraged in RHE lessons. Most questions can be answered with short, simple answers but in all cases make sure answers are factually correct, non-judgemental and in line with school policies. If the question asked is age-appropriate and will help move the learning along, you may wish to pause the lesson and

discuss the question as a class, or in small groups who can report back. If necessary, use distancing techniques to desensitise the issue by turning it into a more general example. However, sometimes a pupil may ask a question that's sensitive, hard to answer, embarrassing, or inappropriate for their age and the setting. If this happens you may want to:

- Remind the pupil and the group of your ground rules and ask them what they think might be the right thing to do in response to the question.
- Ask the question back to the pupil or pupils to ascertain their current understanding or misconceptions.
- 'Park' the question. This is a useful technique that gives you some time to consider how best to respond. Explain that you will answer it later, once you have researched an appropriate response. Rehearse an answer with a colleague before presenting it back to the individual, group or whole class. If the response is not appropriate for the whole class and better as a discussion with the pupil on a one-to-one basis, it is also best to have another member of staff present. This 'park the question' technique is vital for questions that are inappropriate or which may raise potential child protection issues, where you should also involve your school's designated safeguarding lead. Liaise with your PSHE lead, your school's pastoral head or a member of your Senior Leadership Team (SLT) before responding. Remember your legal safeguarding duty to share information if you suspect a pupil is at risk.
- Explain that the question goes beyond the learning outcomes of the lesson today and explain pupils will learn more about this as they get older.
- There may also be occasions when it is best to refer pupils to parents/carers to discuss a question. It is good practice to talk to the pupil(s) concerned before involving a parent or carer - to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child refuses or rejects talking to their parent or carer; depending on the question, this should be taken seriously and discussed with the head/designated safeguarding lead and acted upon in accordance with the school's confidentiality policy.

Question Box

In each RHE lesson, make a question box/bag or 'Ask-it Basket' available in which pupils can place anonymous questions or concerns. This enables pupils to ask questions with anonymity and without embarrassment. Introduce the box/bag or 'Ask-it Basket', explaining its purpose, either whilst creating the ground rules or at the beginning of each lesson and ensure it is accessible both during and after every lesson. Make clear that pupils can place questions in the box at any time and that they will be addressed at a later date e.g. in a follow-up lesson, although it is also helpful to set aside some time as part of the lesson (or after a lesson) for pupils to do this. Encourage all pupils to use it by asking everyone to write a response, even if they don't have a question, so that no-one feels embarrassed about asking a question in this way. This means that everyone is writing at the same time. You could set some time aside at the end of each session to do this. It is important to take the questions away and reflect on them before responding, rather than answering them immediately in class.

Key points for pupils about using an anonymous questions box:

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are significant issues regarding a pupil's safety or wellbeing that need to be shared with others.

- Questions raised will be dealt with in the following lesson (or sooner if relevant to a pupil's safety and wellbeing). Depending on the nature of the question, some responses may be answered as part of a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

RHE Vocabulary

It is important that we teach our pupils to understand and use the new vocabulary introduced in each RHE unit. To support each unit of work, 1decision includes a word bank and slide show. It is of great importance that these word banks are revised and revisited regularly to embed the vocabulary and allow pupils to use it with increasing confidence.

Signposting support

It is important to link RHE with the whole school approach to supporting pupil wellbeing. All pupils should be made aware of sources of support both inside and outside the school that they can easily access so that they feel able to ask for more help, advice and support if they want to. RHE lessons should include guidance on where and how to go about doing so and pupils should have an understanding of what will happen if they do seek help. An example of this would be guidance on the use of Childline.

In the first instance, this is most likely to be a teacher or adult in school or adult who they trust out of school (such as a parent or carer). Websites can be helpful for older pupils but the teacher must ensure they direct pupils to specific websites where information is age appropriate, monitored and accurate.

Legal Requirements

In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Planning

RHE in a Norwood Nutshell: This document provides the full overview of delivery and progression of the programme throughout the school. Also covering the curriculum skills and key concepts. Alongside the EYFS framework.

Each inspiring unit of work is expertly planned and resourced and supported by detailed teachers' notes. Additional activities and links are planned to provide breadth and balance.

At Norwood we know that every child is an individual, every class is different. With this in mind, class teachers need to meet the needs of their classes and to be flexible in their delivery. By using the baseline assessment, teachers will be able to see what requires a longer and deeper level of learning and which they can move more swiftly on.

Assessment and Recording

Pupils' progress is assessed and monitored during the year through normal teacher planning and observation. 1decision modules offer ample assessment opportunities to recognise student achievements and gaps in their learning. They provide comprehensive baseline assessments for every unit, end of unit assessments and reflective self-assessments. These assessments will be used by teachers to inform their next steps in planning for RHE. Progress will be recorded on our school tracker in line with other foundation subjects.

Resources

For PSHE lessons, the children's learning and understanding is enriched primarily with 1decision's planning and also supplemented with books and other visual aids.

Time Allocation

RHE lessons will be taught weekly for a minimum of 30 minutes. However, unscheduled lessons may occur if relevant to a pupil's safety and wellbeing. Units of work, vocabulary word banks and 1decision videos should be revisited and revised at intervals during the school year to ensure learning is reinforced, embedded and remembered.

Equal Opportunities and Inclusion

We will ensure that the content, approach and use of language are inclusive, reflecting the diversity of the school community and society more widely, helping every pupil to feel valued and included in the classroom. We will challenge stereotypes and avoid making assumptions, for example: that everyone has two parents (one male and one female); only men are able to do manual jobs; and all older people are inactive. As part of this, ensure all teaching reflects a non-stereotypical world view of gender, age, disability, race, culture, religion, sex or sexual orientation

Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.

Special Educational Needs and Greater Depth

RHE must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We should also be mindful of the "preparing for adulthood" outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

We should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RHE can also be particularly important for pupils with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in personalising and teaching these subjects.

1decision uses highly engaging characters (Deedee at KS1 and Darlee at KS2) that support children in making good decisions. The characters are helpful in engaging all pupils and particularly SEND pupils.

1 decision provides additional "Nurture Group" resources. These resources have been produced to provide additional support and engagement for SEND students. They can be used by class teachers when needed or in nurture group support or early intervention sessions. The intention of these sessions is to allow SEND children to express themselves fully, to help session leaders recognise any areas of concern, and to easily identify necessary support, if required. The nurture group covers the following topics: · Self-Esteem Journey My Profile · Sharing my worries with Deedee · My Island Residents · Jar of Happiness · I am special and unique · My Family · My Home · My Support Network · My School · My Community · My Magic Wand · My Future Self · Pot of Dreams · My Helpers Sixth Session · Deedee's Letter

For Greater Depth, 1 decision provides breadth and balance activities to support and extend each unit of work. There are excellent suggestions and thoughts for cross-curricular delivery as well as suggested additional reading – on top of that already offered within the teacher’s notes built into the programme.

Cross Curricular Links

RHE complements several national curriculum subjects. At Key Stages 1 and 2, the National Curriculum for **Science** includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

(See Appendix 1 National Curriculum for Science objectives for **Animals including humans**)

The National Curriculum for **Computing** also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The National Curriculum for **PE** aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

RHE set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. For example, the RHE curriculum is supported by the school’s wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reports pupils may make as a result of the subject content). The subjects will sit within the context of our school’s broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

RHE enhancements include:

- Norwood’s values of Aspire, Respect and Enjoy
- Class Dojo
- Star of the week
- Weekly assemblies programme
- Healthy lunch boxes
- Forest School
- The Golden Mile
- Extra-curricular activities e.g. sports, cooking, mindfulness, eco warriors etc.
- Fundraising opportunities e.g. Children in Need, Comic Relief etc
- Citizenship awards
- Mini Police
- Year 6 cookery club
- Year 6 Captains
- Lunchtime Play Leaders
- Friendship bench
- Residential visits
- Local school visits in the community e.g. fire station, police station, residential homes
- School visitors e.g. nurse, police, inspirational visitors etc.
- Stonewall support materials e.g., Posters “Different Families, Same Love”
- Friends of Norwood activities

Health and Safety

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

KCSIE, (Keeping Children Safe in Education 2023) is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse.

Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Role of Subject Leader

Subject leaders at all levels have clear roles and responsibilities to carry out their roles in curriculum design, delivery and champion their subject. Every subject has a clear progression of skills, from Year 1 to Year 6. Great emphasis is put on ensuring that all needs of our children are addressed e.g. EAL, PP, SEN and Greater Depth.

Parental withdrawal from RHE

RHE became statutory in September 2020 and for this reason parents do not have the right to withdraw their children from these lessons. However, class teachers are always prepared to discuss concerns and we are always interested in parents' views and feedback which we hope will enhance and strengthen our RHE delivery.

Sex Education

At Norwood, in addition to RHE and Science curriculum objectives, we chose to teach a non-statutory unit of sex education to our year six pupils. 1 decision provides an additional supporting unit of sex education.

Please read our Sex Education Policy for further information and reassurance.

Review

RHE is a new subject to the primary school curriculum. As a subject it is in its infancy and we hope that with input and feedback from our whole Norwood community it will grow and thrive and provide incredibly valuable lifelong lessons for our pupils. This policy will be reviewed at least every three years by the Curriculum Committee of the governing body.