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# **Relationship and Health Education Policy**



## Legal context

*The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (The Children and Social Work Act 2017).*

- *The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.*
- *The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.*

*Sex education is not compulsory in primary schools, but:*

- *The new curriculum for relationships education and health education does include content on puberty.*
- *The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.*

*Following this change in the law, the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This guidance requires primary schools in England to have a written relationships education policy to cover the following:*

- *How relationships education is delivered*
- *What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.*

*There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.*

*This RHE policy also supports legal requirements relating to the following:*

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2024.*

*The following policies are also relevant to this Relationships and Health Education policy:*

- *Anti-bullying*
- *Safeguarding*
- *Behaviour*
- *SEND*

## Aims and objectives

*Relationships and Health Education (RHE / RSE) demonstrates a commitment to our understanding of the importance of learning about the importance of relationships first and foremost.*

*Our approach goes beyond provision of biological information to focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships.*

*Effective relationship and health education are essential if young people are to make responsible and well-informed decisions about their lives.*

*The school has a key role in partnership with parents/carers, in providing RHE.*

## Attitudes and values

- *Learning the importance of values and individual conscience and moral consideration.*

- *Learning the value of marriage, civil partnership, and family life, stable and loving relationship for the nurture of children.*
- *Learning the value of respect, love and care.*
- *Exploring, considering and understanding moral dilemmas.*
- *Developing critical thinking as part of decision making.*
- *Learning to respect & value differences and diversity*
- *Rights and responsibilities, for self and others*
- *Commitment to their own safety and that of others*
- *Gender equality*
- *That violence and coercion in relationships are unacceptable*

### **Personal and social Skills**

- *Learning to identify their own emotions and those of others*
- *Learning to manage emotions and relationships confidentially and sensitively*
- *Learning to manage change*
- *Developing self-respect and empathy for others*
- *Learning to make choices based on understanding of difference and with an absence of prejudice*
- *Learning how to identify risk*
- *Learning to make and carry out informed decisions*
- *Developing an appreciation of the consequences of choices made*
- *Managing conflict*
- *Coping with and resisting unwelcome peer pressure*
- *Learning how to recognise and avoid exploitation and abuse*
- *To communicating openly and respectfully about relationships*
- *Asking for help and accessing advice and services.*

### **Knowledge and Understanding**

- *Learning and understanding emotional and physical development at appropriate stages*
- *Understanding human sexuality, reproduction, sexual health, emotions and relationships*
- *Learning about a safe & healthy lifestyle based on accurate information*
- *Learning about seeking appropriate help & advice*
- *Understanding the positive benefits of loving, rewarding and responsible relationships*
- *Learning how to resist unwelcome pressures to be sexually active and protective behaviours*

### **Teaching and Learning**

*How RHE is provided at Moulton Chapel Primary:*

- *Through a caring and committed ethos that models and supports positive relationships between all members of the school community*
- *Within PSHE and citizenship (age appropriate) and also within Science and RE curriculum*
- *Through other curriculum areas delivering aspects (e.g. Drama, Literacy)*
- *Assemblies*
- *Pastoral support for pupils who experience difficulties*
- *By the provision of appropriate information through leaflets, books and DVD materials*
- *Via targeted intervention where appropriate with vulnerable individuals*
- *Delivery in response to incidents.*

## Teaching Methods & Resources Continuity and Progression

*Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined learning objectives covering knowledge, skills and understanding developed in response to needs assessment of pupils' existing knowledge, experience and understanding (Through PSHE and Citizenship, RE and Science).*

### Foundation Stage

*The majority of RHE that children receive in the early years, both at home and in the early years setting is focused on relationships. It is an integral part of their personal, social and emotional development, e.g. learning to express needs, make friends, share and take turns with others. The Practice Guidance for Early Years Foundation Stage (EYFS) outlines Personal, Social and Emotional Development for under-fives and curriculum areas which link to this. It also gives suggestions for how settings can effectively implement this area of learning and development, through the elements Positive Relationships, Enabling Environment and Learning & Development.*

### KS1 & KS2

*RHE in KS1 concentrates mainly on relationships, learning about a range of friendships and relationships and developing the skills and attitudes to make and maintain them.*

*Much of the knowledge, skills and attitudes relevant to RHE are already part of the general PSHE provision.*

*Elements of RHE are delivered through PSHE and citizenship and through National Curriculum Science. National Curriculum Science has the following requirements related to RHE, which are a statutory part of the National Curriculum:*

#### KS1 (5-7)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that humans have offspring that grow into adults
- Find out and describe the basic needs of humans for survival
- Describe the importance of exercise, eating the right amounts of different types of food and hygiene.

#### KS2 (7-11)

- Describe the differences in the life cycles of a mammal and explain the life cycle
- Describe the changes as humans develop to old age – this includes puberty
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their body functions.

### Right to withdraw

*A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships' education or health education.*

*A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.*

*The following process must be followed if a parent or carer wishes to withdraw their child from sex education:*

- Teachers will send an email to parents/carers to inform them when sex education lessons will be taught and what the subject content is
- Parents/carers should email [lisa.sexton@moultonchapel.lincs.sch.uk](mailto:lisa.sexton@moultonchapel.lincs.sch.uk) to explain that they wish to withdraw their child from the lessons.
- The parent/carer will be contacted and invited to a face to face or telephone meeting to discuss their concerns and to outline the impact on the children of missing sex education lessons
- The decision on withdrawal will be recorded in an email response to the parent/carer and a copy will be kept on the child's file in school

- *Children not attending sex education lessons will be based in an alternative space in school whilst their class are completing the lessons.*

## **Safeguarding**

*RHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.*

*The teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.*

*Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.*

## **Primary Sex Education (Upper Key Stage 2)**

*At Moulton Chapel we teach sessions on*

- *Preparing boys and girls for the changes that adolescence brings*
- *How a baby is conceived and born*

*This is done through the Stay Safe Partnership Positive Health Lincolnshire. Discussions with the children happen after they have covered human body changes and are delivered through question box activities.*

## **Teaching RHE to children with special needs**

*All children, including those with a physical disability or a learning difficulty have an equal entitlement to RHE. We teach RHE regardless of children's ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties.*

## **Safe Learning Environment**

*RHE is conducted in a safe learning environment through the use of group agreements (ground rules) and distancing techniques, so pupils are not put on the spot or expected to discuss personal issues in class.*

## **Active Learning**

*Active learning methods that support participation and encourage reflection will be used.*

## **Answering and Asking Questions**

*In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary, refer to the PSHE co-ordinator for advice and support. Teachers will also follow the following guidance:*

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole class setting
- If a child's question is inappropriate to address with the whole class, the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupil of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way ensuring that pupils discuss issues in a way which encourages thoughtful participation
- Pupils may have opportunities to write down questions anonymously and post them in a questions box.
- The teacher will have time to prepare answers to the questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons

- If a teacher is concerned that a pupil is at risk of sexual abuse the Head Teacher should be informed and the usual protection procedures followed.

### **Groupings**

*RHE takes place within mixed classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher or the Head teacher.*

### **Equality**

*Under the Equality Act 2010, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:*

- *Age.*
- *Marriage and Civil partnership.*
- *Disability.*
- *Race.*
- *Religion and belief.*
- *Sexual orientation.*
- *Sex.*
- *Pregnancy and maternity.*
- *Gender reassignment.*

*In addition, the school will consider the needs of those with Special Educational Needs and Disabilities (SEND).*

*The RHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.*

### **Monitoring and Assessment**

*Pupils existing knowledge needs to be the starting point for all RHE work.*

*Needs assessment is built into some lesson planning as each group may have different knowledge, experience and understanding.*

*The elements of RHE that form part of the science curriculum are assessed in accordance with the requirements of the national curriculum.*

*The learning from the other elements of RHE is assessed as part of the PSHE Education provision and builds on existing systems.*

**Note: The following policies are also relevant to this Relationships and Health Education policy:**

- **Safeguarding**
- **Behaviour**
- **Anti-bullying**
- **SEND**

*This policy will be reviewed every 3 years or when further guidance from the DfE is released.*

*Agreed by Governing Body: Spring 2025 – updated Spring 26*

*Full Review: 2028*

**Appendix 1 – By the end of primary school, children should know (National Curriculum)**

Topic	Pupils should know
<b>Families and people who care about me</b>	<ul style="list-style-type: none"> <li><i>That families are important for children growing up because they can give love, security and stability</i></li> <li><i>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</i></li> <li><i>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</i></li> <li><i>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</i></li> <li><i>That marriage / civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</i></li> <li><i>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</i></li> </ul>
<b>Caring Friendships</b>	<ul style="list-style-type: none"> <li><i>How important friendships are in making us feel happy and secure, and how people choose and make friends</i></li> <li><i>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</i></li> <li><i>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</i></li> <li><i>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</i></li> <li><i>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</i></li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li><i>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</i></li> <li><i>Practical steps they can take in a range of different contexts to improve or support respectful relationships</i></li> <li><i>The conventions of courtesy and manners</i></li> <li><i>The importance of self-respect and how this links to their own happiness</i></li> <li><i>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</i></li> <li><i>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</i></li> <li><i>What a stereotype is, and how stereotypes can be unfair, negative or destructive</i></li> <li><i>The importance of permission-seeking and giving in relationships with friends, peers and adults</i></li> </ul>

<b>Online relationships</b>	<ul style="list-style-type: none"><li>• <i>That people sometimes behave differently online, including by pretending to be someone they are not</i></li><li>• <i>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</i></li><li>• <i>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</i></li><li>• <i>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</i></li><li>• <i>How information and data is shared and used online</i></li></ul>
<b>Being safe</b>	<ul style="list-style-type: none"><li>• <i>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</i></li><li>• <i>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</i></li><li>• <i>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</i></li><li>• <i>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</i></li><li>• <i>How to recognise and report feelings of being unsafe or feeling bad about any adult</i></li><li>• <i>How to ask for advice or help for themselves or others, and to keep trying until they are heard</i></li><li>• <i>How to report concerns or abuse, and the vocabulary and confidence needed to do so</i></li><li>• <i>Where to get advice e.g. family, school and/or other sources</i></li></ul>