The Humberston Church of England
Primary School

Relationship and Health Education Policy

‘Unlocking possibilities, making a difference’
I can do all things through Christ who strengthens me
Philippians 4:13

Peace Compassion Perseverance Unity Service Courage

Policy Adopted by Governors October 2023, Autumn 2025
Review Dates: Autumn 2027

RHE Policy

Our School Vision

'Unlocking possibilities, making a difference'
I can do all things through Christ who strengthens me
Philippians 4:13

Vision Statement

Through teaching and learning, we want our children to have the wisdom, knowledge and skills to live their lives in fullness. We want them to be resilient through their learning journey, to flourish at every opportunity and to know that every piece of knowledge they gain and every new skill they learn they are unlocking possibilities and making a huge difference to the world around them.

Through the teaching and learning of RHE being taught with our four main curriculum drivers: resilience, independence, curiosity and empowerment, we aim to provide our children with a range of experiences to unlock unique possibilities. It is our hope that our children will become leaders and advocates in school and will have the skillset to know how to build healthy relationships and to set ambitious goals. We want them to be resilient in situations which require problem solving skills and to flourish when this is achieved.

Curriculum Intent

Through this subject we aim for our children to learn a range of skills and understanding alongside their PSHE themes on topics such as relationships, change, anti-bullying, loss etc. The children will learn the importance of respect and dignity. The children will learn how to make their positive relationships flourish, how to disagree in a healthy manner and most importantly when it is okay to say no.

OBJECTIVES

- To help and support young people through their physical, emotional and moral development.
- To help young people learn to respect themselves and others and move with confidence from childhood, through adolescence, into adulthood.
- To help learners develop the skills and understanding they need to live confident healthy and independent lives.
- To help learners understand and deal with difficult moral and social questions.
- To teach sensitively, and when appropriate for learners, about puberty and change.
- To help learners understand marriage, family life, stable and loving relationships, respect, love and care.
- For relationship teaching to 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.

- To put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Aims by the end of Year 6

Families and people who care for me	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	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	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. • 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	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	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.

Curriculum Implementation

Relationship and Health Education at The Humberston Church of England Primary School is focused 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. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of school, our pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Respect for others will be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. From the beginning, our teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships, which our young children are likely to encounter.

Drawing attention to these in a range of contexts will enable our pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many of our children will already be using the Internet. When teaching relationships content, our teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites 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. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Through Relationships Education our school will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. We will focus on boundaries and privacy, 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. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children 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.

Through the Science and PSHE curriculum, our pupils are taught age appropriate content about puberty, reproduction, change and our bodies.

ATEGIES

1. The governing body and head will ensure that this policy reflects parents' wishes and the culture of the community we serve
2. Class teachers will teach the content of Relationships Education through PSHCE, Science, PE, Computing and stand-alone lessons.
3. Learners will be taught about the nature and importance of marriage for family life and bringing up children. Learners will also be taught that there are strong and mutually supportive relationships outside marriage.
4. Learners will be taught the significance of marriage and stable relationships as key building blocks of community and society.
5. Care will be to be taken to ensure that there is no stigmatisation of children based on their home circumstances.
6. Learners will be given accurate information. This will help when developing skills to enable them to understand difference, respect for themselves and others. This process is also essential in preventing and removing prejudice
7. Relationship Education will contribute to the promotion of the spiritual, moral, cultural, mental and physical development of pupils at school and of society. It will prepare pupils to meet the opportunities, responsibilities and experiences of adult life.
8. Relationship education will teach young people to respect themselves and others.
9. It will enable young people to mature, to build up their confidence and self-esteem. It will help them to acquire the knowledge and skills which are so vital in preparing them to face the many conflicting pressures on young people in today's society.
10. There will be a graduated, age-appropriate, programme of Relationship education. Linked to the "Living and Growing" Programme. Teaching methods will to take account of the developmental differences of children. The school will be supported by the School Nurse.
11. The subject will be monitored through observations and regular planning and work scrutiny.

Parents and carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Sex Education is only taught at The Humberston C of E Primary School through specific age appropriate lessons about puberty, reproduction and change. This does not contain content pertaining to sexual activity or experiences. Parents have the right to request that their child be withdrawn from specific sex education lessons other than content taught as part of the science curriculum. However Relationships Education is statutory to all Primary aged pupils therefore pupils cannot be withdrawn from Relationships Education.

Curriculum Impact

The impact of our Relationship and Health Education will be monitored through the children's work, regular monitoring by the middle leader, teacher training for updates and changes, verbal and

written assessments of their understanding. We aim for the children to flourish in their learning and to showcase their understanding in a variety of ways through exciting and fulfilling lessons.