



**LIONHEART**  
EDUCATIONAL  
TRUST

**RELATIONSHIPS AND HEALTH EDUCATION POLICY**

**This policy applies to all primary schools within  
the Lionheart Educational Trust**

**Approved by the Trust**

**July 2023 – 2024**

**Our school policy on Relationships and Health Education (RHE) is based on the requirements of the Education Act 2002 and the DfE document ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019. RHE is compulsory within primary schools from September 2020.**

Relationships and Health Education focuses 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.

## **1. Aims and Objectives for Relationships and Health Education**

The aim of RHE is to provide children with age appropriate information, opportunities to explore attitudes and values, and to develop skills in order to empower them to make positive decisions.

This takes place with consideration of the qualities of relationships within families.

RHE makes a significant contribution to our duty to safeguard and protect all children.

The aims and objectives of RHE are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils’ self-esteem and confidence, especially in their relationships with others
- To help pupils understand their feelings and behaviour, so that they can lead respectful and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To develop the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To build positive relationships with others, involving trust and respect, both in person and online
- To play a key part in improving health outcomes for children and young people

## **2. Policy development**

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 were provided with information about the policy, and were invited to provide feedback.
4. Pupil consultation – we asked children what they felt was important for them to learn about when learning about friendships, respect, bullying, safety and being healthy.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **3. Curriculum**

A summary of the content of RHE for primary schools within the National curriculum is included in Appendix A. Please note that we may need to adapt it as and when necessary.

An overview summarising when the content is delivered is provided in Appendix B.

The RHE curriculum draws on skills and content from across our curriculum, for example, Science, English, and through our focus on developing key qualities and dispositions such as the 6Rs (particularly Respect, Reciprocity and Responsibility), empathy and open mindedness. These latter dispositions are woven throughout all aspects of our curriculum.

The content of the Relationships Education curriculum is delivered under the broader curriculum of PSHE

#### **4. Resources**

The national PSHE Association produces guidance and a wide range of resources for the delivery of the RHE curriculum. This will be the main source of resources used by staff, chosen using their professional judgement and guided by the teacher with responsibility for leading RHE.

#### **5. Legal requirements**

From September 2020, the Relationships and Health Education Curriculum is mandatory in schools as part of the National Curriculum. Parents do not have the right to request that their children are withdrawn from any of the lessons delivered as part of the national curriculum, including all aspects of RHE and science.

Every child is entitled to receive RHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

All children have the opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development with differentiated provision if required.

In line with the Equality Act 2010, all of our teaching will also recognise that there are many ways in which to be an individual or a family, and we will support children to be respectful and tolerant of these differences

#### **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).

Relationships 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

For more information about our RHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Relationship and Health Education is usually delivered in mixed gender groups however, there may be rare occasions where single gender groups are more appropriate and relevant.

## **7. Roles and Responsibilities**

### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

### **Staff**

Staff are responsible for:

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

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.

Relationship and Health Education is taught by classroom teachers, teaching assistants and, if appropriate, outside professionals such as a visiting school nurse.

There is a designated subject leader for RHE.

### **Pupils**

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

## **8. Child Protection / Confidentiality**

Teachers conduct RHE lessons in a sensitive manner, and in confidence.

Teachers are aware that effective RHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

Where this happens the staff member involved will follow the procedures in line with the school's Child Protection Policy.

## **9. Child with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of children with special needs in order for them to have full access to the content of RHE.

## **10. Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, governors and teacher with responsibility for RHE.

The school will monitor the effectiveness of the learning and teaching in RHE through methods such as lesson observations and pupil voice, and will implement changes if required.

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

## Appendix A

### Relationships & Health Education expectations: Primary

Here's what pupils should know by the end of primary school

#### Families & people who care for me

- That families are important for children growing up because they can give love, security & stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection & care for children & other family members, the importance of spending time together & sharing each other's lives
- That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences & know that other children's families are also characterized by love & care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, & are important for children's security as they grow up
- That marriage represents a formal & legally recognized 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, & how to seek help or advice from others if needed

#### Caring friendships

- How important friendships are in making us feel happy & secure, & how people choose & make friends
- The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests & experiences & support with problems & difficulties
- That healthy friendships are positive & welcoming towards others, & do not make others feel lonely or excluded
- That most friendships have ups & downs, & that these can often be worked through so that the friendship is repaired or even strengthened, & that resorting to violence is never right
- How to recognise who to trust & who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to managing these situations & how to seek help or advice from others if needed

#### Respectful relationships

- The importance of respecting others, even when they're 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 & manners
- The importance of self-respect & how this links to their own happiness

- That in school & in the wider world they can expect to be treated with respect by others, & that in turn they should show 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) & how to get help
- What a stereotype is, & how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking & giving in relationships with friends, peers & adults

### Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous)
- The rules & principles for keeping safe online, how to recognise risks, harmful content & contact, & how to report them
- How to critically consider their online friendships & sources of information, including awareness of the risks associated with people they've never met
- How information & data is shared & used online

### Being safe

- What sorts of boundaries are appropriate in friendships with peers & others (including in a digital context)
- About the concept of privacy & the implications of it for both children & adults (including that it's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, & differences between appropriate & inappropriate/unsafe physical & other contact
- How to respond safely & appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise & report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, & to keep trying until they're heard
- How to report concerns or abuse, & the vocabulary & confidence needed to do so
- Where to get advice (e.g. family, school, other sources?)

Appendix B  
PSHCE Overview

Relationships and Health Education-Long Term Plan

Our curriculum conforms to best practice, in line with the DfE, The PSHE Association and Ofsted.

In developing our curriculum, we also refer to data published by our local authority and police force on health and trends.

Our curriculum is structured using a question-based model, planned and sequenced carefully to overlap, re-visit and develop understanding at an age appropriate level.

We teach three areas within our RHE offer: Relationships, Health and Wellbeing and Living in the Wider World.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	What is special to us?	What helps us to stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us to grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	How will we grow and change? (Puberty)	What decisions can people make with money?	What makes up a person's identity?	How can we communicate with friends safely?	How can drugs common in everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	