



Relationship and Health Policy



Encourage, Guide, Support, Celebrate

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Introduction

At Aughton St. Michael's C.E. School, we believe that effective RHE is essential to enable children to make informed decisions about their lives.

The RHE programme at Aughton St. Michael's CE School reflects the school ethos. The school values are reflected throughout the curriculum and are used to support the teaching of RHE.

RHE is the lifelong learning about physical, moral and emotional development. RSE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; it responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.

The Relationships Education, RSE and Health Education (England) Regulations 2019 have made Relationships Education and Health Education compulsory in all primary schools. Our children are growing up in a world very different to that in which we grew up. Relationship Education and Health Education is vital because in this environment, children and young people need to know how to be safe and healthy. Relationship Education will put in place the key building blocks of healthy, respectful relationships, focusing on family and friendship, in all contexts, including online. Health Education will teach pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices. Both of these curriculums will be taught under the umbrella subject Personal, Social, Health and Economic Education (PSHE).

This policy outlines how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

Aims and Objectives

Through the teaching of RHE in Aughton St. Michael's CE School, we aim to:

- Give pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.
- Deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils.
- Reassure children of their self-worth including aspects of dignity and self-respect.
- Nurture a responsible attitude towards personal relationships including aspects of mutual respect and care.
- Teach children to have respect for their own bodies.
- Support children in developing values and attitudes, and in learning personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices.
- Build up the children's vocabulary and confidence to talk openly and positively about emotions, relationships and their bodies. (Learning the words to describe feelings and emotions, the correct terms for parts of the body and developing "health literacy" is vital for children to stay safe and seek help if they feel at risk or are being harmed.)

Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to:

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

The following table identifies what the children will cover:

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Online relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

<p>Being safe</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
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These objectives will be met through a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to different types of questions or behaviours. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out here. Please see our Relationship and Sex Education policy (RSE) for further steps in the children's Relationship Education that we are taking.

Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness

- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The following table identifies what the children will cover:

By the end of Primary School:	
Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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

	<p>else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <ul style="list-style-type: none"> • 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.
<p>Online safety and harms</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 <p>where and how to report concerns and get support with issues online.</p>
<p>Physical health and fitness</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals <p>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).</p>
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes <p>about menstrual wellbeing including the key facts about the menstrual cycle.</p>

The focus of our curriculum is on teaching the characteristics of good physical health and mental wellbeing. All of the teaching staff at Aughton St. Michael's are clear that mental wellbeing is a normal part of daily life, in the same way as physical health. Emphasis is placed on the positive two-way relationship between good physical health and good mental wellbeing.

The Church of England Church Ethos and our Values Education underpins all policies in school. Through the study of Christianity and other religions, the children will explore patterns of behaviour which encourage a respect for relationships and family values. Rites and ceremonies all form part of the Religious Education Curriculum, where there is a great emphasis on respect.

Teaching Methods and Resources

Active learning methods, which involve children's full participation, are used and RHE takes place within normal classroom provision of mixed-sex classes.

Staff help children to develop the confidence to talk, listen and think about health and relationships using the following strategies:

- Role play and drama
- Class discussion
- Group discussion
- Circle time
- Reflection time.

All teachers are committed to delivering the RHE curriculum.

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RHE. To support this, ground rules have been agreed, to provide a common framework within which to teach, and to deal with issues.

Evaluation and Monitoring

Elements of Health education in the Science curriculum will be evaluated and monitored as part of the Science Subject Leader's rolling programme. Science assessments are also carried out at the end of each unit of work.

Staff are asked to keep their own personal evaluation of RHE lessons which will be analysed by the PSHE Co-ordinator.

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RHE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school RHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. It is also important that the differences between RHE and RSE are clear to staff and parents.

The Headteacher monitors this policy on a regular basis and reports to Governors, when requested, on the effectiveness of the policy.

Role of Parents

The school is well aware that the primary role in children's Relationship and Health Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's relationship and health education practice through, for example, newsletters, specific letters, meetings etc.
- Answer any questions that parents may have about the relationship or health education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationship and health education in the school.
- Inform parents about the best practice known with regard to relationship and health education, so that the teaching in school supports the key messages that parents, and carers give to children at home. We believe that,

through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

Relationship and Health Education is compulsory for all primary school children therefore, parents do not have the right to withdraw their child from relationship or health lessons including lessons about puberty and menstruation. If a parent has any concerns about the content of the lessons that their child will be taking part in, they should discuss this with the Headteacher. The school always works hard to ensure the wishes of parents are taken into account to the best of their abilities.

Working with outside agencies

We encourage other valued members of the community to work alongside and with us to provide advice and support to the children with regard to relationships and health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RHE programme. Other people that we call on include local clergy and youth workers. All contributors to the RHE programme are made aware of this policy as well as the RSE policy.

Equal Opportunities

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

Care is particularly taken to ensure that we promote positive gender stereotypes, inviting male role models in as often as possible to discuss, for example, their experiences of fatherhood.

We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these, for example, single parent families, carers, same sex families etc.

Pastoral support for pupils

All members of staff are approachable to discuss relationship and health issues with the children.

However, if a child makes a reference to being involved, or likely to be involved in concerning activity regarding relationships and/or health, then the member of staff will take the matter seriously and deal with it as a matter of Safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the DSL. The DSL will then deal with the matter in accordance with school's Safeguarding procedures.