



Our moral obligation is to help our children become successful learners, confident individuals and responsible citizens, and we believe that this policy for relationships and health, will help us achieve this goal.

Relationship and Health Education Policy

1. Introduction

- 1.1 This policy covers our school's approach to Relationship and Health Education, not only in lessons but through the attitude of our staff and pupils alike, our ethos and approach and commitment to equality both within and outside of the classroom.
- 1.2 It was produced through consultation with our staff, board of trustees, and with our pupils and parents.
- 1.3 It will be reviewed on a regular basis every two years to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfE (Department of Education) but also remains relevant to the experiences of our pupils.
- 1.4 To ensure its use, this policy will be available for staff and parents to refer to through our website and welcome pack.
- 1.5 This policy reflects our schools overarching aims and objectives for our pupils to be the best they can be. It is our passion as a school to help all our pupils shine individually, as part of a team and within a community now and in the future.
- 1.6 We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.
- 1.7 We acknowledge that in order for our pupils to embrace the challenges of creating a happy and successful adult life, they need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their belief in their ability to succeed in specific situations or accomplish a task.
- 1.8 As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life*.
- 1.9 We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children. As a result,





RHE (Relationships and Health Education) needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change.

- 1.10 Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

This must include clear, impartial scientific and factual information.

- 1.11 We acknowledge that all children deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

2. Defining Relationship Education

- 2.1 The Department for Education defines relationships education as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.*
- 2.2 We believe relationship education is designed to help children to develop the skills to recognise and manage healthy relationships and building self-esteem.
- 2.3 It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.
- 2.4 In addition, we believe relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe.

3. Defining Physical Health and Mental Wellbeing Education

- 3.1 The Department for Education defines this as *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.*
- 3.2 We believe this starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.





- 3.3 We will talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- 3.4 Pupils will also be taught the benefits of hobbies, interests and participation in their own communities for health and wellbeing.
- 3.5 We believe it is important for pupils to be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In Year 5 and 6, pupils will be taught why social media, computer games and online gaming have age restrictions and be equipped to manage common difficulties encountered online.

4. Sex Education at Barnham Primary School

- 4.1 The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this policy therefore focuses on Relationships Education.
- 4.2 The content of the SHINE curriculum covers everything that should be taught about relationships and the Science curriculum covers puberty. (See Appendix 1)

5. Subject Content

- 5.1 At Barnham Primary School we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. Across all year groups we deliver the SHINE curriculum a bespoke curriculum which we have designed. The SHINE curriculum draws from high-quality external resources as well as tailored made units of work. Both programmes are based on a spiral curriculum beginning in reception, building on key messages through to year 6.
- 5.2 The SHINE curriculum is delivered through classroom lessons, year group assemblies, Key stage assemblies and whole school assemblies.
- 5.3 Our school staff will deliver these except for some assemblies where we have expert outside speakers doing the delivery. Our school staff know our children. This means we are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable. We believe this makes them ideally placed to deliver the material sensitively to all children.

6. The SHINE Curriculum

- 6.1 The SHINE Curriculum has been designed by Barnham Primary School. It is an evidence based programme of Relationship and Health Education as well as safeguarding.
- 6.2 The SHINE Curriculum is designed on a spiral curriculum (a frequent revisiting of topics, subjects or themes throughout the school. It is not simply the repetition of a topic taught. It requires also the deepening of it, with each successive encounter building on the previous one.)





- 6.3 It is built on the premise that it is much better to drip feed knowledge and key messages over time, to ensure that children will feel prepared for the challenges of life and moving on to high school. Some content and knowledge is age-group specific
- 6.4 The programme is split in to six core categories:
- Physical Health and Fitness
 - My Well Being
 - Relationships
 - Community Well Being
 - Future Focus
 - Resilience
- 6.5 Within each category there are themes. Within each theme there are different strands.





Below are the themes and strands covered within each category.

Shine

Physical Health and Fitness					
Theme	Strand	Class-based Year Groups	Sessions per year	Assemblies	per year
Exercise	Characteristics and positives of healthy exercise	R – 2	1		
	Risks of an inactive lifestyle	3 – 4 5 - 6	1 1		
Diet	Characteristics and positives of healthy eating and a healthy diet	R - 2	1		
	Risks of an unhealthy diet	3 – 4 5 – 6	1 1		
The facts about...	Medicines			Key Stage 2 Assembly	1
	Drugs, Tobacco and Alcohol			Year 5/6 Assembly	1
Body M.O.T	First Aid	R – 2	1		
		3 – 4	1		
		5 - 6	1		
	The importance of Sleep and getting rest			Whole School Assembly	1
	Personal Hygiene	R – 2	1		
		3 – 4	1		
		5 - 6	1		
	Sun care			Whole School Assembly	1
	Vaccinations			Key Stage 2 Assembly	1
	Puberty			Key Stage 2 Assembly	1
SUMMARY per year		R – 2	4	Whole School Assembly	2
		3 – 4	4	Key Stage 2 Assembly	2
		5 - 6	4	Year 5/6 Assembly	2





My Well Being					
Theme	Strand	Class-based Year Groups	Sessions per year	Assemblies	per year
Feelings	What different emotions are			Whole School Assembly (1 per term)	3
	Recognising my emotions	R – 2 3 – 4 5 - 6	3 3 3		
	Scaling my emotions			Year Group Assembly (1 per term)	3
	Isolation – what is it?	3 – 4 5 - 6	1 1		
	The impact of bullying			Key Stage 2 Assembly (1 per term)	3
	Self-regulation	R – 2 3 – 4 5 - 6	3 3 3		
Online Well Being	Internet Safety and Risks	R – 2 3 – 4 5 - 6	3 3 3		
SUMMARY per year		R – 2 3 – 4 5 - 6	9 10 10	Whole School Assembly Key Stage 2 Assembly Year 5/6 Assembly	3 3 3





Relationships					
Theme	Strand	Class-based Year Groups	Sessions per year	Assemblies	per year
Families	Families are varied			Key Stage 2 Assembly	1
	Healthy families are...	3 – 4	1		
		5 - 6	1		
	What is marriage?	5 - 6	1		
Friendships	What is a caring friendship and how do I do it?			Whole School Assembly (1 per term)	3
	How do I make friends?	R - 2	1		
	How do I manage conflict?	3 – 4	1		
		5 - 6	1		
Respect	Conventions of courtesy and manners			Whole School Assembly	1
	Importance of respecting everyone, including yourself			Whole School Assembly	1
Online Relationships	Rules and principles of keeping safe online	R – 2	1		
		3 – 4	1		
		5 - 6	1		
Having Safe Relationships	The importance of relationship boundaries	R – 2	1		
		3 – 4	1		
		5 - 6	1		
	The importance of privacy			Key Stage 2 Assembly	1
	How do I report my concerns?			Key Stage 2 Assembly	1
SUMMARY per year		R – 2	3	Whole School Assembly	5
		3 – 4	4	Key Stage 2 Assembly	
		5 - 6	4	Year 5/6 Assembly	3
					0





Community Well Being					
Theme	Strand	Class-based Year Groups	Sessions per year	Assemblies	per year
People who help us	RNLI			Whole School Assembly	1
	Police	R – 2 3 – 4 5 - 6	1 1 1		
	Fire Service	R – 2 3 – 4 5 - 6	1 1 1		
	Ambulance Service			Whole School Assembly	1
	Rail			Whole School Assembly	1
	Road	R – 2 3 – 4 5 - 6	1 1 1	Whole School Assembly	1
Community Involvement	BPS – Librarians			Whole School Assembly	1
	BPS – Eco Council			Whole School Assembly	1
	BPS – House Captains			Whole School Assembly	1
	BPS – Pupil Parliament			Whole School Assembly	1
Who's in Charge?	Who's in charge at BPS?	R-2	1		
	Who's in charge of our local community?			Whole School Assembly	1
	What is democracy?			Key Stage 2 Assembly	1
	Who's in charge of our Country?			Year 5/6 Assembly	1
	My Voice and my responsibility	R – 2 3 – 4 5 - 6	1 1 1		
SUMMARY per year		R – 2 3 – 4 5 - 6	5 4 4	Whole School Assembly Key Stage 2 Assembly Year 5/6 Assembly	9 1 1





Future Focus					
Theme	Strand	Class-based Year Groups	Sessions per year	Assemblies	per year
Money Management	The facts	R – 2	1		
		3 – 4	1		
		5 - 6	1		
	The risks	5 - 6	1		
	Planning a budget	5 - 6	1		
	Young Enterprise	3 - 4	1		
		5 - 6	1		
Career Management	What are qualifications?			Year 5/6 Group Assembly	1
	Why do I need them?	5 - 6	1		
Oh, the places you'll go!	Route Finder	5 - 6	1		
	Dare to be different!			Whole School Assembly (each week Monday assembly)	(39)
SUMMARY per year		R – 2	1	Whole School Assembly Key Stage 2 Assembly Year 5/6 Assembly	(39)
		3 – 4	2		0
		5 - 6	6		1





Resilience					
Theme	Strand	Class-based Year Groups	Sessions per year	Assemblies	per year
Resilience	Connecting	R – 2	1		
		3 – 4	1		
		5 - 6	1		
	Emotions	R – 2	1		
		3 – 4	1		
		5 - 6	1		
	Resilience	R – 2	1		
		3 – 4	1		
		5 - 6	1		
	Confidence	R – 2	1		
		3 – 4	1		
		5 - 6	1		
	Direction	R – 2	1		
		3 – 4	1		
		5 - 6	1		
	Be My Best	R – 2	1		
		3 – 4	1		
		5 - 6	1		
SUMMARY per year		R – 2	6	Whole School Assembly Key Stage 2 Assembly Year 5/6 Assembly	0
		3 – 4	6		0
		5 - 6	6		0





7. Answering Children's Questions:

- 7.1 We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.
- 7.2 We believe children are better off receiving honest, open answers from safe adults in their lives. In the age of information, where children in primary have access to tablets, smart phones and the internet it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.
- 7.3 Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:
- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
 - If a question is relevant to the whole class, we will answer it to the whole group.
 - If a child asks a question that is not necessarily suitable for the entire class, we may respond, by saying something like: *"that is fantastic question, hold that thought, I will come and talk to you and answer your question in a minute when everyone else is working."*
 - If the member of staff is not sure how best to answer a particularly tricky question, our suggested response would be something like: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you."*
 - This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
 - If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
 - Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.





8. Working with Parents

- 8.1 We believe that successful teaching around RHE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.
- 8.2 We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RHE as we recognise it can be a sensitive subject for some families for a number of reasons.
- 8.3 All new parents to our school will be given information about the RHE programmes we run as part of their induction to the school, including information of how they can get a copy of this policy.
- 8.4 We recognise the importance of parents knowing about the content of the lessons, if desired, so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.
- 8.5 We are required to teach about changes to the human body as it grows from birth to old age, including puberty.
- 8.6 There is no right to withdraw from the national curriculum.

9. Menstruation

- 9.1 We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period.
- 9.2 Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school. For this reason, we deliver puberty lessons to all children in year 5 and 6.
- 9.3 The lessons are split between girls and boys. As part of these lessons girls will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.
- 9.4 During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.
- 9.5 In school we have a menstruation kit available in year 5 and 6 which contains sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.
- 9.6 When school trips or residential visits are arranged for years 5 and 6 provisions to deal with a child's period needs to be considered and added to the risk assessment and planned for.





10. Training

- 10.1 Staff are trained on the delivery of RHE (Relationship Health Education) and it is included in our continuing professional development calendar.
- 10.2 The school will also invite visitors from outside the school, to provide support and training to staff teaching RHE.

11. Monitoring, Evaluation and Review

- 11.1 The policy and curriculum will be reviewed biennially.
- 11.2 Senior leaders and Trustees will take a key role in monitoring the progress of the policy. Feedback from staff and pupils will be monitored by the head as will lesson delivery and content.

12. Safeguarding Children

- 12.1 When teaching any sensitive topic, such as RHE which deals with family life and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.
- 12.2 All members of staff who deliver any of the SHINE Curriculum will have had statutory training around safeguarding children and are all aware of our school's Child Protection Policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.
- 12.3 If relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.
- 12.4 We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.





13. Appendix 1

National Curriculum 2104

Science

Biology

Animals, including humans

Key Stage 2 (Y5 and 6)

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance:

- Pupils should draw a timeline to indicate stages in the growth and development of humans.
- They should learn about the changes experienced in puberty.

