



Yeadon Junior School

## Relationships and Health Education (RHE) Policy

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| <b>School name:</b>  | <b>Yeadon Junior School</b> |
| <b>Policy updated:</b>   | <b>March 2025</b>           |
| <b>Date of next review:</b>  | <b>March 2026</b>           |
|  |                             |
| <b>This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate.</b> |                             |

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***APPENDIX 1 : PSHE/RHE Whole School Overview and Medium term overview (taken from Coram Life SCARF scheme of work)***

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### **1. Rationale**

The following policy refers to Relationships Education at Yeading Junior School.

As a school, we have adopted the Coram Life Education, SCARF resource giving teachers the support, knowledge and materials in order to teach RHE effectively. The RHE programme at Yeading Junior School reflects the school ethos and demonstrates and promotes our Character Virtues.

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

Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.

Relationships Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Aspects of Relationships Education are taught as an integral part of the school's PSHE provision throughout the school from Year 3 to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

#### *Moral and Values Framework:*

The Relationships Education Policy at Yeading Junior School will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Relationships Education Policy will be complementary with the Religious Education Policy of our school.

## **2. Statutory requirements**

As a maintained primary school we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We are required to teach the elements of reproduction contained in the Science curriculum as statutory. In teaching RHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects. Sex education is non statutory and we are not required to teach it.

## **3. Aim and objectives**

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

The aims of Relationships and Health Education at our school are to:

- Develop pupil confidence in talking, listening and thinking about feelings and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Ensure pupils are prepared for puberty and understand the basic changes that happen during puberty;
- Ensure pupils understand how to keep their bodies healthy and clean;
- Ensure pupils understand how to keep themselves and their bodies safe;

- Help pupils develop feeling of self-respect, confidence and empathy;
- Help pupils recognise and form healthy friendships;
- Provide a framework in which sensitive discussions can take place;
- Foster respect in pupils for the views of other people

At Yeading we also believe that for children to understand and display our character virtues and British Values, relationships and health education is vital. The delivery of our relationships and health education curriculum directly supports the virtues and values we hold in our school and work to instil in all of our children moving forward with their education and lives.

#### **4. Equal opportunities and Inclusion**

Yeading Junior School believes that Relationships Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education to all pupils and their differing needs. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support. SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Health Education (RHE) elements of the PSHE education programme are relevant to all pupils. All pupils learn about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

#### **5. Delivery of RHE: content, delivery and training**

Relationships Education is taught within the personal, social, health education (PSHE) curriculum. Our school uses the SCARF scheme of work to deliver PSHE and Relationships Education. Biological aspects of Relationships Education are taught within the Science curriculum, and other aspects are also included in health education. The main aspects of relationships education are covered in the Summer Term as part of PSHE.

Relationships education according to the Dfe focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

The above points are covered in an age appropriate way from Year 3 to Year 6. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances, along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The changing adolescent body (puberty) is covered in years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory health education curriculum.

The SCARF programme divides the year into themed units within the building blocks::

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. In Y5, children are taught about the life cycles of humans and animals, including reproduction as part of the Science curriculum. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

Relationships education is usually delivered in mixed groups other than when it is deemed children be taught in single sex groups. PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed gender groupings, using a range of interactive teaching methods, e.g. activity sheets, films and drama. Activities are written up in a PSHE floorbook displayed in the classroom.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment at the beginning of lessons or topics. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on the school website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral lead Mrs Edith Iwobe.

Staff are aware that views around RHE related issues are varied. However, while personal views are respected, all RHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RHE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules')

- o No one (teacher or pupil) will have to answer a personal question
- o No one will be forced to take part in a discussion
- o Only correct/agreed names for body parts will be used
- o Meanings of words will be explained in a sensible and factual way
- o The use of a question box may help to lessen embarrassment of asking questions
- o Teachers may use their discretion in responding to questions and may say (for example):
  - The appropriate person to answer that question is your parent
  - The question can be discussed one to one after class
  - The topic will be covered at a later stage in their Relationships Education

Staff are trained on the delivery of RHE and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or the health improvement team, to provide support and training to staff teaching RHE.

## **6. Child protection**

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

## **7. Partnership with parents**

The school views parents as partners in the delivery of relationships and health education. Parents will be informed about the PSHE/RHE programme at the start of the academic year as part of information provided on what their children will be learning. Access to the content will also be made available on the school website. Prior to the relationships and health aspects of the PSHE curriculum being delivered parents will be sent a letter two weeks prior to teaching outlining what the children will be learning and how parents can support this learning.

The school will liaise with parents through:

- Parent working party
- PSHE/RHE workshop
- School website
  
- Letter/email
- Publishing materials on the google classroom
- Annual workshop for year 5 and year 6 parents to discuss Relationships Education

The school encourages parents to discuss relationships education with the headteacher, PSHE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

## **Parental concerns**

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided as mentioned above (Partnership with parents). We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RHE at home. It is valuable for a child's development to learn about their own family's values in regards to relationships and health alongside the information they receive at school.

## **8. Roles and responsibilities**

The governing body

The governing body will approve the Relationships and Health Education policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of relationships education.

Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.

All teaching staff will deliver Relationships Education lessons. Carmen Cupido is responsible for leading PSHE and RHE in this school.

Pupils

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

**Policy Review and Development Plan**

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

Signatures:

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Headteacher

Governor

PSHE lead

*App 1: PSHE/RHE Whole School Overview and Medium term overview (taken from Coram Life SCARF scheme of work)*

|        | Autumn: Living in the wider world                                  |  |  | Spring: Health and Wellbeing  |  |  | Summer: Relationships   |   |  |
|--------|--|--|--|---|--|--|---|---|--|
|        | Belonging to a community   | Media literacy and digital resilience  | Money and work   | Physical health and Mental wellbeing  | Growing and changing   | Keeping safe   | Families and friendships  | Safe relationships  | Respecting ourselves and others  |
| Year 3 | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessing information online                           | Different jobs and skills; job stereotypes; setting personal goals                               | Health choices and habits; what affects feelings; expressing feelings   | Personal strengths and achievements; managing and reframing setbacks   | Risks and hazards; safety in the local environment and unfamiliar places                                 | What makes a family; features of family life  | Personal boundaries; safely responding to others; the impact of hurtful behaviour   | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite  |
| Year 4 | What makes a community; shared responsibilities                    | How data is shared and used  | Making decisions about money; using and keeping money safe                                       | Maintaining a balanced lifestyle; oral hygiene and dental care  | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty   | Medicines and household products; drugs common to everyday life  | Positive friendships, including online  | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference sensitively                   |
| Year 5 | Protecting the environment; compassion towards others              | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies                              | Personal identity; recognising individuality and different qualities; mental wellbeing   | Keeping safe in different situations, including responding in emergencies and first aid                  | Managing friendships and peer influence   | Physical contact and feeling safe   | Responding respectfully to a wide range of people; recognising prejudice and discrimination  |
| Year 6 | Valuing diversity; challenging discrimination and stereotypes      | Evaluating media sources; sharing things online                                  | Influences and attitudes to money; money and financial risks                                     | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Define the word 'puberty' give eg of some physical and emotional changes associated; Suggest strategies that could help with the challenge of changes in puberty | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media | Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; | Recognising and managing pressure; consent in different situations                  | Expressing opinions and respecting other points of view, including discussing topical issues |

## APPENDIX 2: Curriculum coverage – science, relationships education and health education

| Relationships Education(Statutory) | Sex Education(Non statutory) | Science (Statutory) | Health education(Statutory) |
|------------------------------------|------------------------------|---------------------|-----------------------------|
|------------------------------------|------------------------------|---------------------|-----------------------------|

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|---|---|--|---|
| <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>● that families are important for children growing up <b>because they can give love, security and stability.</b></li> <li>● the characteristics of <b>healthy family life</b>, 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.</li> <li>● that others' families, either in school or in the wider world, <b>sometimes look different from their family</b>, but that they should <b>respect</b> those differences and know that other children's families are also characterised by love and care</li> <li>● that <b>stable, caring relationships, which may be of different types, are at the heart of happy families</b>, and are important for children's security as they grow up.</li> <li>● that marriage represents a formal and <b>legally recognised commitment of two people</b> to each other which is intended to be lifelong.</li> <li>● how to recognise if family relationships are <b>making them feel unhappy or unsafe</b>, and how to seek help or advice from others if needed.</li> </ul> | <ul style="list-style-type: none"> <li>● questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education.</li> <li>● questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education.</li> <li>● Sexual reproduction in humans</li> <li>● Reproductive cycle in humans</li> </ul> | <p>Key Stage 2:</p> <p><b>Year 4 - Animals, including humans</b></p> <ul style="list-style-type: none"> <li>● describe the simple functions of the basic parts of the digestive system in humans</li> <li>● identify the different types of teeth in humans and their simple functions</li> <li>● construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <p><b>Year 5 - Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>● describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>● describe the life process of reproduction in some plants and animals</li> </ul> <p><b>Year 5 - Animals, including humans</b></p> <ul style="list-style-type: none"> <li>● describe the changes as humans develop to old age</li> <li>● recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul> | <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>● that mental wellbeing is a <b>normal part of daily life</b>, in the same way as physical health.</li> <li>● that there is a <b>normal range of emotions</b> (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>● how to <b>recognise and talk about their emotions</b>, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>● how to judge whether what they are <b>feeling</b> and how they are behaving is <b>appropriate and proportionate.</b></li> <li>● the <b>benefits of physical exercise</b>, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <ul style="list-style-type: none"> <li>● <b>simple self-care techniques</b>, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul> </li> <li>● <b>isolation and loneliness</b> can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● that <b>bullying</b> (including cyberbullying) has a <b>negative</b> and often lasting impact on mental wellbeing. <ul style="list-style-type: none"> <li>● <b>where and how to seek support</b> (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul> </li> <li>● <b>it is common for people to experience mental ill health.</b> For many people who do, the problems can be resolved if the right support is made</li> </ul> |
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|  |  |  | available, especially if accessed early enough. |
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### Caring friendships

- 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.

### Internet safety and harms

- 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.
- **where and how to report concerns** and get support with issues online.

### Respectful relationships

- 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.

### Physical health and fitness

- 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.
- 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.

### Online relationships

- 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.

### Healthy eating

- what constitutes a **healthy diet** (including understanding calories and other nutritional content).
- the principles of **planning and preparing a range of healthy meals**.
- 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).

### Being safe

- 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.

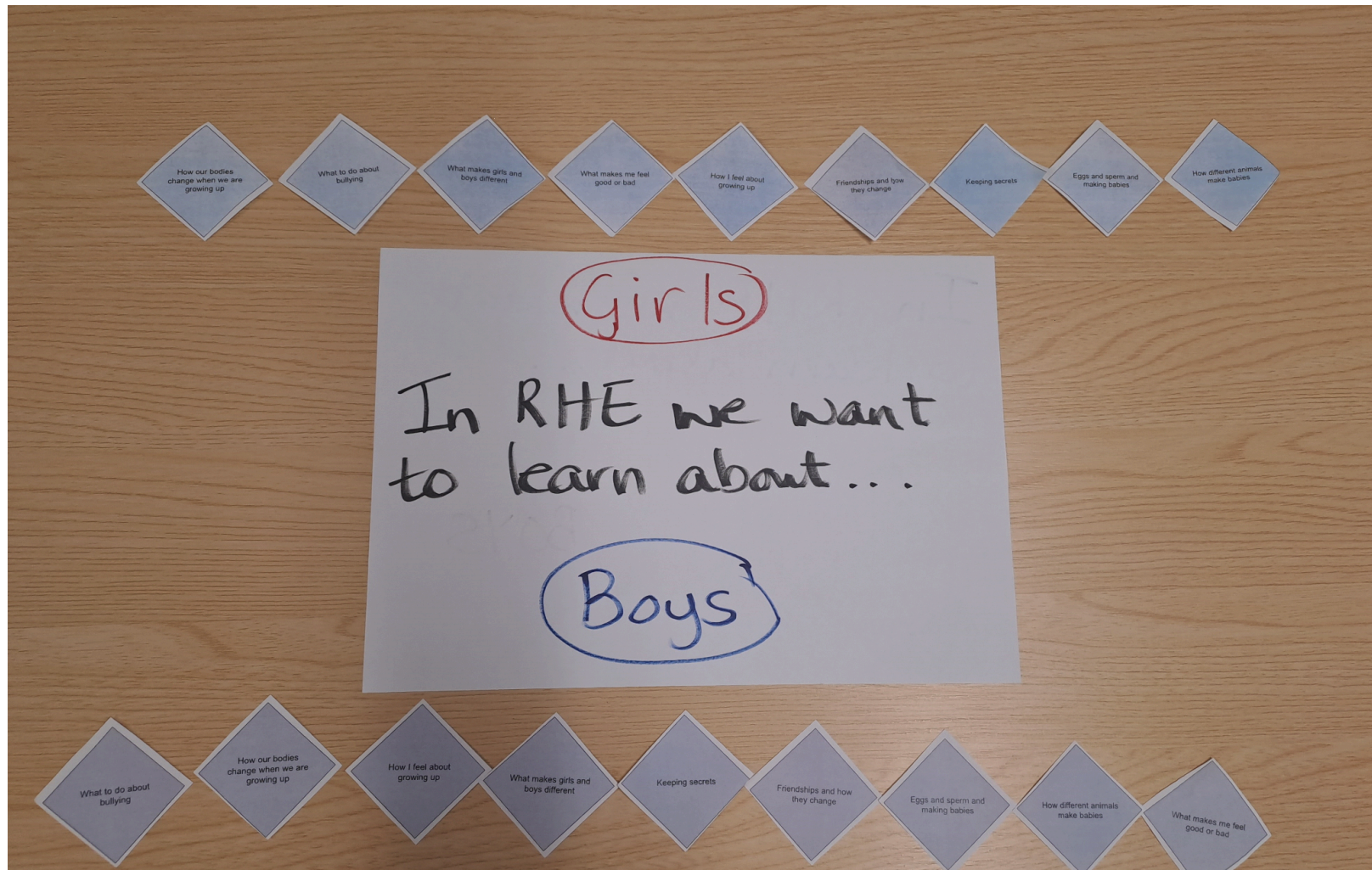
### Drugs, alcohol and tobacco

- the facts **about legal and illegal harmful substances** and associated risks, including **smoking, alcohol use and drug-taking.**

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|  |  |  | <ul style="list-style-type: none"> <li>● Health and prevention</li> <li>● how to recognise <b>early signs of physical illness</b>, such as weight loss, or unexplained changes to the body.</li> <li>● about <b>safe and unsafe exposure to the sun</b>, and how to reduce the risk of sun damage, including skin cancer.</li> <li>● the importance of sufficient <b>good quality sleep</b> for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>● about <b>dental health</b> and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>● about <b>personal hygiene and germs</b> including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>● the facts and science relating to <b>allergies, immunisation and vaccination</b>.</li> </ul> |
|  |  |  | <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>● how to make a clear and <b>efficient call to emergency services</b> if necessary.</li> <li>● concepts of basic <b>first-aid</b>, for example dealing with common injuries, including head injuries.</li> </ul>   |
|  |  |  | <p><b>Understanding adolescent body</b></p> <ul style="list-style-type: none"> <li>● key facts about <b>puberty and the changing adolescent body</b>, particularly from age 9 through to age 11, including <b>physical and emotional changes</b>.</li> <li>● about <b>menstrual wellbeing</b> including the key facts about the <b>menstrual cycle</b>.</li> </ul>  |

## App 2: Pupil voice activity

The children were asked to decide (in single sex groups) what they thought was important for them to learn about in Relationships Education. They had to order the topics from most important to least important. Their choices were not very far off from each other (see below) The girls felt that the most important thing to learn about was 'How our bodies change as we grow up'. The boys prioritised 'What to do about bullying'. The children all agreed that they would want to learn about how our bodies change in separate groups as they would feel more comfortable asking questions.



Link to all lesson plans and resources on SCARF

<https://www.coramlifeeducation.org.uk/scarf/programme/13>

DfE Relationships Education and Health Education statutory requirements  
<https://www.coramlifeeducation.org.uk/scarf/dfe-relationships-health>

