



The Mall School

## RELATIONSHIPS AND HEALTH EDUCATION POLICY

### 1. Aims

The aims of relationships and health education at The Mall are to:

- Help children keep safe and develop healthy relationships.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty, and give them an understanding of how their bodies develop and the importance of health and hygiene.
- Provide a framework in which sensitive discussions can take place.

### 2. Statutory requirements

The Relationships and Sex Education and Health Education (England) Regulations 2019, make relationships education compulsory for all pupils receiving primary education. Sex education at The Mall is taught separately as part of the science curriculum.

### 3. Definition

Relationships and health education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Relationships and health education involves a combination of sharing information and exploring issues and values. Relationships and health education is not about the promotion of sexual activity.

### 4. Curriculum

We have developed the curriculum to take into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed.

### 5. Delivery of relationship and health education

Relationships and health education is taught mainly within the personal, social and health education curriculum (PSHE), although elements will come into other subjects e.g. religious studies.

Biological aspects of sex education are taught within the science curriculum.

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 the aims of our relationships and health education curriculum, see Appendix 1.

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.

## **6. Roles and responsibilities**

The governing board approves the relationships and health education policy, while the Headmaster is responsible for its implementation.

Staff are responsible for:

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

Staff do not have the right to opt out of teaching relationships and health education. Staff who have concerns about teaching relationships and health education are encouraged to discuss this with the Headmaster. The Head of PSHE is responsible for the teaching of relationships and health education across the school.

Pupils are expected to engage fully in relationships and health education and, when discussing issues related to this subject, treat others with respect and sensitivity.

## **7. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education nor from the statutory science elements of sex education.

## **8. Training**

Staff are trained on the delivery of relationships and health education as part of their induction and it is included in our continuing professional development calendar.

The Mall will also invite visitors from outside the school, such as a school nurse, to provide support and training to staff teaching relationships and health education.

## **9. Monitoring arrangements**

The delivery of relationships and health education is monitored by the Head of PSHE through lesson observation, and scrutiny of schemes of work and exercise books. Pupils' development in relationships and health education is monitored by class teachers as part of our internal assessment systems.

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Autumn 2024

Next review autumn 2025

## Appendix 1: By the end of Year 6 pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>