



# **Relationships and Health Education Policy**

Mission statement:

**“Enjoy, learn, achieve”**

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## Relationships and Health Education Policy

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Appendix 1: By the end of primary school pupils should know

Reference: Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. DFE January 2019 (last updated September 2021)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## 1) Our Mission Statement

“Enjoy, learn, achieve”

Our Grove Expectations are:

- We treat others as we would like to be treated
- We are kind and don't hurt others or their feelings
- We respect all property
- We always try to do our best
- We are honest and tell the truth
- We are good listeners and thoughtful speakers.

These expectations apply to all pupils, staff, parents and visitors.

They are embedded in our daily work as a school and are used throughout the day with our children.

They are our core values and are understood by everyone who belongs to our school community.

## 2) Aims and objectives

The Relationships and Health Education (RHE) programme will reflect the school's over-arching ethos, expectations and aims. The programme demonstrates, develops and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

These aims all link to our Grove Expectations.

The RHE programme will promote self-esteem and emotional health and wellbeing and help children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. This links to our Grove Expectations: we treat others as we would like to be treated; we are kind and don't hurt others or their feelings; we always try to do our best and we are honest and tell the truth.

The school will provide children with age appropriate information; explore attitudes and values; and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationships and Health Education are:

- To provide a framework in which sensitive discussions can take place, we encourage pupils to be good listeners and thoughtful speakers.
- To provide the knowledge and information to which all pupils are entitled; as teachers we are honest and tell the truth.
- To clarify/reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others; we develop a desire in every child to treat others as they wish to be treated.

- To help pupils understand their feelings and behaviours, so they can lead fulfilling and enjoyable lives.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities; we want all pupils to always try to do their best.
- To provide the confidence to be participating members of society and to value themselves and other, this is underpinned by our expectation that pupils treat others as they would like to be treated.
- To know how to gain help and 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 respect and care for their bodies. To show respect for all property in the school and local community.
- To know about and be prepared for puberty and adulthood.

### **3) Statutory Requirements**

As a maintained primary school we must provide relationships and health education to all pupils as per section 34 of the Children and Social work act 2017.

**As a primary school we are not required to provide sex education however schools are required to teach all aspects of the science national curriculum.**

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.

At Grove School we teach RHE as set out in this policy.

### **4) Policy Development**

This policy has been developed in consultation with staff, parents and governors. The consultation and policy development process involved the following:

1. Review – leaders at Grove reviewed all relevant information including relevant national and local guidance.
2. Review – leaders at Grove carefully considered the age, cultural and religious backgrounds and needs of our pupils when writing our policy and curriculum for RHE.
3. Curriculum review – leaders at Grove reviewed what we need to educate and teach based on pupil needs and the Grove curriculum.
4. Staff consultation – all school staff were given the opportunity to read and review the policy and make recommendations.
5. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting to talk about and share their views on our policy. We wanted parents to understand the purpose and content of the RHE curriculum and to be able to ask questions to help increase confidence.
6. Ratification – once any amendments were made, the policy was shared with governors and ratified.

## 5) Definition of Relationships and Health Education

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information and exploring issues and values.

## 6) The curriculum for Relationships and Health Education

We have developed the curriculum in consultation with parents, staff and governors, taking 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 that pupils are fully informed and don't seek answers online. We are honest and tell the truth.

Details of the Relationships and Health Scheme of Work are detailed below. We may need to adapt this as and when necessary:

### Key Stage 1

Year Group	Health and Well-being – we treat others as we would want to be treated, we are good listeners and thoughtful speakers, we always try to do our best, we are honest and tell the truth
Year 1	<ul style="list-style-type: none"><li>• That people have different roles in the community to help them (and others) keep safe – the jobs they do and how they help people.</li><li>• Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say.</li><li>• How to respond safely to adults they don't know.</li><li>• What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard.</li><li>• How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.</li></ul>
Year 2	<ul style="list-style-type: none"><li>• How to recognise, name and describe a range of feelings.</li><li>• What helps them to feel good, or better if not feeling good.</li><li>• How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group).</li><li>• How feelings can affect people in their bodies and their behaviour.</li><li>• Ways to manage big feelings and the importance of sharing their feelings with someone they trust.</li><li>• How to recognise when they might need help with feelings and how to ask for help when they need it.</li><li>• That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest.</li><li>• How to be physically active and how much rest and sleep they should have every day.</li><li>• That eating and drinking too much sugar can affect their health, including dental health.</li><li>• That there are different ways to learn and play; how to know when to take a break from screen-time</li><li>• How sunshine helps bodies to grow and how to keep safe and well in the sun.</li><li>• How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online).</li></ul>

	<ul style="list-style-type: none"> <li>•How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them.</li> <li>•How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.</li> <li>•How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.</li> <li>•How not everything they see online is true or trustworthy and that people can pretend to be someone they are not.</li> </ul>
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<b>Year Group</b>	<b>Relationships – we are kind and don't hurt others of their feelings, we always try to do our best, we are honest and tell the truth, we are good listeners and thoughtful speaks, we always treat others as we would want to be treated</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>•That family is one of the groups they belong to, as well as, for example, school, friends, clubs.</li> <li>•About the different people in their family / those that love and care for them.</li> <li>•What their family members, or people that are special to them, do to make them feel loved and cared for.</li> <li>•How families are all different but share common features – what is the same and different about them.</li> <li>•About different features of family life, including what families do / enjoy together.</li> <li>•That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.</li> <li>•What they like/dislike and are good at.</li> <li>•How their personal features or qualities are unique to them.</li> <li>•What makes them special and how everyone has different strengths.</li> <li>•How they are similar or different to others, and what they have in common.</li> <li>•To use the correct names for the main parts of the body and know that parts of bodies covered with underwear are private.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>•How to make friends with others.</li> <li>•How to recognise when they feel lonely and what they could do about it.</li> <li>•How people behave when they are being friendly and what makes a good friend.</li> <li>•How to resolve arguments that can occur in friendships</li> <li>•How to ask for help if a friendship is making them unhappy.</li> <li>•How words and actions can affect how people feel.</li> <li>•How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe.</li> <li>•Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable.</li> <li>•How to respond if this happens in different situations.</li> <li>•How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.</li> </ul>
<b>Year Group</b>	<b>Living in the Wider World - we are kind and don't hurt others of their feelings, we always try to do our best, we are honest and tell the truth, we are good listeners and thoughtful speaks, we always treat others as we would want to be treated, we respect all property</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>•What money is - that money comes in different forms.</li> <li>•How money is obtained (e.g. earned, won, borrowed, presents).</li> <li>•How to keep money safe and the different ways of doing this.</li> </ul>

	<ul style="list-style-type: none"> <li>•How people make choices about what to do with money, including spending and saving</li> <li>•The difference between needs and wants - that people may not always be able to have the things they want.</li> <li>•How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively.</li> <li>•The responsibilities they have in and out of the classroom.</li> <li>•How people and animals need to be looked after and cared for.</li> <li>•How people grow and change and how people's needs change as they grow from young to old.</li> <li>•What can harm the local and global environment; how they and others can help care for it.</li> <li>•How to manage change when moving to a new class/year group.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>•How jobs help people earn money to pay for things they need and want.</li> <li>•About a range of different jobs, including those done by people they know or people who work in their community.</li> <li>•How people have different strengths and interests that enable them to do different jobs.</li> <li>•How people use the internet and digital devices in their jobs and everyday life.</li> </ul>

## Key Stage 2

<b>Year Group</b>	<b>Health and Well-being – we treat others as we would want to be treated, we are good listeners and thoughtful speakers, we always try to do our best, we are honest and tell the truth</b>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>•How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe.</li> <li>•How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers.</li> <li>•That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable.</li> <li>•How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online).</li> <li>•How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly).</li> <li>•How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns.</li> <li>•What to do in an emergency, including calling for help and speaking to the emergency services.</li> <li>•How to eat a healthy diet and the benefits of nutritionally rich foods.</li> <li>•How people make choices about what to eat and drink, including who or what influences these.</li> <li>•How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist.</li> <li>•How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health.</li> <li>•How, when and where to ask for advice and help about healthy eating and dental care.</li> <li>•How regular physical activity benefits bodies and feelings.</li> </ul>

	<ul style="list-style-type: none"> <li>•How to make choices about physical activity, including what and who influences decisions.</li> <li>•How to be active on a daily and weekly basis - how to balance time online with other activities.</li> <li>•How the lack of physical activity can affect health and well-being.</li> <li>•How lack of sleep can affect the body and mood and simple routines that support good quality sleep.</li> <li>•How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>•How to recognise personal qualities and individuality.</li> <li>•To develop self-worth by identifying positive things about themselves and their achievements.</li> <li>•How their personal attributes, strengths, skills and interests contribute to their self-esteem.</li> <li>•How to set goals for themselves.</li> <li>•How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking.</li> <li>•How everyday things can affect feelings.</li> <li>•How feelings change over time and can be experienced at different levels of intensity.</li> <li>•The importance of expressing feelings and how they can be expressed in different ways.</li> <li>•How to respond proportionately to, and manage, feelings in different circumstances.</li> <li>•Ways of managing feelings at times of loss, grief and change.</li> <li>•How to access advice and support to help manage their own or others' feelings.</li> <li>•How to recognise, predict, assess and manage risk in different situations.</li> <li>•How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about).</li> <li>•How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence.</li> <li>•How people's online actions can impact on other people.</li> <li>•How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.</li> <li>•How to report concerns, including about inappropriate online content and contact.</li> <li>•That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>•How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</li> <li>•That if someone has experienced a head injury, they should not be moved.</li> <li>•The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.</li> <li>•When it is appropriate to use first aid and the importance of seeking adult help.</li> <li>•How to recognise and respect similarities and differences between people and what they have in common with others.</li> </ul> <p>Developing Character – confidence, empathy, generosity, gratitude, kindness, loyalty, resilience, respect, sharing interests, trust and truthfulness (MVP)</p> <ul style="list-style-type: none"> <li>•That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes).</li> </ul>



	<ul style="list-style-type: none"> <li>•How individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex).</li> <li>•About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others.</li> <li>•How to challenge stereotypes and assumptions about others.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>•How positive friendships and being involved in activities such as clubs and community groups support wellbeing.</li> </ul> <p>Developing Character – confidence, empathy, generosity, gratitude, kindness, loyalty, resilience, respect, sharing interests, trust and truthfulness (MVP)</p> <ul style="list-style-type: none"> <li>•How mental and physical health are linked.</li> <li>•How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school.</li> <li>•That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on.</li> <li>•That anyone can experience mental ill-health and to discuss concerns with a trusted adult.</li> <li>•That mental health difficulties can usually be resolved or managed with the right strategies and support.</li> <li>•How to make choices that support a healthy, balanced lifestyle including:             <ul style="list-style-type: none"> <li>» how to plan a healthy meal</li> <li>» how to stay physically active</li> <li>» how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>» how to benefit from and stay safe in the sun</li> <li>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>» how to manage the influence of friends and family on health choices</li> <li>» how and why to balance time spent online with other activities</li> </ul> </li> <li>•That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one.</li> <li>•How legal and illegal drugs can affect health and how to manage situations involving them.</li> </ul>

<b>Year Group</b>	<b>Relationships - we are kind and don’t hurt others of their feelings, we always try to do our best, we are honest and tell the truth, we are good listeners and thoughtful speaks, we always treat others as we would want to be treated</b>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>•How friendships support well-being and the importance of seeking support if feeling lonely or excluded.</li> <li>•How to recognise if others are feeling lonely and excluded and strategies to include them.</li> <li>•How to build good friendships, including identifying qualities that contribute to positive friendships.</li> <li>•That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.</li> <li>•How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.</li> <li>•How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents).</li> </ul>

	<ul style="list-style-type: none"> <li>•How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays.</li> <li>•How people within families should care for each other and the different ways they demonstrate this.</li> <li>•How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>•How people's behaviour affects themselves and others, including online.</li> <li>•How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return.</li> <li>•About the relationship between rights and responsibilities.</li> <li>•The rights that children have and why it is important to protect these.</li> <li>•About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt).</li> <li>•That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination.</li> <li>•How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>•About the different types of relationships people have in their lives.</li> <li>•How friends and family communicate together; how the internet and social media can be used positively.</li> <li>•How knowing someone online differs from knowing someone face-to-face.</li> <li>•How to recognise risk in relation to friendships and keeping safe.</li> <li>•About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family.</li> <li>•How to respond if a friendship is making them feel worried, unsafe or uncomfortable.</li> <li>•How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>•That people have different kinds of relationships in their lives, including romantic or intimate relationships.</li> <li>•That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another.</li> <li>•That adults can choose to be part of a committed relationship or not, including marriage or civil partnership.</li> <li>•That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.</li> <li>•How puberty relates to growing from childhood to adulthood.</li> <li>•How growing up and becoming more independent comes with increased opportunities and responsibilities.</li> <li>•How friendships may change as they grow and how to manage this.</li> <li>•How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.</li> <li>-How to challenge attitudes and values and understood 'rules' and help children to take responsibility for actions and make decisions in a safe and considered way (MVP).</li> </ul>

<b>Year Group</b>	<b>Living in the Wider World - we are kind and don't hurt others of their feelings, we always try to do our best, we are honest and tell the truth, we are good listeners and thoughtful speaks, we always treat others as we would want to be treated, we respect all property</b>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>•How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups.</li> <li>•How the community helps everyone to feel included and values the different contributions that people make.</li> <li>•What is meant by a diverse community; how different groups make up the wider/local community around the school.</li> <li>•How to be respectful towards people who may live differently to them.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>•How people have a shared responsibility to help protect the world around them.</li> <li>•How to carry out personal responsibilities in a caring and compassionate way.</li> <li>•How everyday choices can affect the environment.</li> <li>•How to show care and concern for others (people and animals).</li> <li>•How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity).</li> <li>•The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>•That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime.</li> <li>•How people choose a career/job and what influences their decision, including skills, interests and pay.</li> <li>•How to question and challenge stereotypes about the types of jobs people can do.</li> <li>•That some jobs are paid more than others and some may be voluntary (unpaid).</li> <li>•About the skills, attributes, qualifications and training needed for different jobs.</li> <li>•That there are different ways into jobs and careers, including college, apprenticeships and university.</li> <li>•How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions.</li> <li>•How people make decisions about spending and saving money and what influences them.</li> <li>•How to recognise what makes something 'value for money' and what this means to them.</li> <li>•How to keep track of money so people know how much they have to spend or save.</li> <li>•How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans).</li> <li>•That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions.</li> <li>-How fear, social image and conformity drive and influence behaviour (MVP).</li> <li>-Becoming an 'upstander' - The role of the upstander is to challenge and question assumptions, actions and attitudes related to the ill-treatment of others (MVP).</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>•How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions.</li> <li>-How fear, social image and conformity drive and influence behaviour (MVP).</li> <li>-Becoming an 'upstander' - The role of the upstander is to challenge and question assumptions, actions and attitudes related to the ill-treatment of others (MVP).</li> <li>•That not everything should be shared online or social media and that there are rules about this, including the distribution of images.</li> </ul>

	<ul style="list-style-type: none"> <li>• That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.</li> <li>• How text and images can be manipulated or invented; strategies to recognise this.</li> <li>• To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts.</li> <li>• To recognise unsafe or suspicious content online and what to do about it.</li> <li>• How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them.</li> <li>• To discuss and debate what influences people's decisions, taking into consideration different viewpoints.</li> <li>• How to make decisions about the content they view online or in the media and know if it is appropriate for their age range.</li> <li>• How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.</li> </ul>
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## 7) How the curriculum for Relationships and Health Education is taught

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 the religious education (RE) and computing curriculums.

Pupils in Years 5 and 6 are supported in developing their understanding of how their body changes and puberty by the school nurse through workshops. These workshops are jointly led by teachers in Year 5 and Year 6.

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

Specific programmes in RHE for Year 5 and Year 6

### **MVP – Programme Years 5 and 6 Autumn 1**

This programme created by the West Midlands Violence Prevention Partnership aims to explore the development of character and foster leadership skills.

MVP enables pupils to anticipate and prepare for real life situations and decisions about how they could respond and intervene. The use of scenarios are based around 'Crunch Moments.' The programme acknowledges how fear, social image and conformity drive and influence behaviour. Using the scenarios and discussion the students are asked to explore attitudes and choices and to begin focusing on their responsibility for their actions and to make decisions in a safe and considered way.

The purpose of the MVP programme is to reaffirm and develop pupils' knowledge and understandings of the language of character and virtues and the application of it to their own lives, with particular reference to the virtues of confidence, empathy, generosity, gratitude, kindness,

loyalty, resilience, respect, sharing interests, trust and truthfulness. These virtues and their practical application is the first and most important step in enabling pupils to become good citizens, positive role models and upstanders who challenge the narrative that 'things can't change for the better.'

## **8) Pupils with special educational needs and disabilities**

The RHE curriculum must be accessible to all pupils. Teachers, when planning and resourcing lessons, will carefully consider the communication needs and cognitive abilities of pupils in their class.

Teaching will be differentiated, this may be by the adaptation and modification of teaching and learning resources and/or support for some pupils during lessons.

A small number of pupils, mainly pupils with an Education Health Care Plan will need carefully planned, individualised learning resources to help them access the RHE curriculum. Teachers may draw on age related appropriate resources from another year group.

As a school we are aware that some pupils may be more vulnerable to exploitation and/or bullying due to their needs or other issues. Teachers know their pupils well and take such issues and vulnerabilities into account when planning and teaching.

The team of Designated Senior Leads for Child protection will consider what information a teacher may need to have when considering planning for individual pupils eg a bereavement meaning the child is living in a household with one parent, where a pupil is a carer for a relative.

## **9) Roles and Responsibilities**

### **9.1 The Governing Body will:**

Approve the RHE policy;

Make sure that clear information is provided for parents on the Relationships and Health Education curriculum (this information is contained within this policy);

Through reports to governors monitor that the subject is well lead and managed, that it is well planned; that the quality of provision in the subject is subject to regular and effective self-evaluation and that all pupils make progress in RHE.

Following the first ratification of the policy the governing body has delegated the annual review of this policy to the performance and standards committee.

### **9.2 The headteacher**

The headteacher is responsible for ensuring that RHE is well planned, resourced, taught well and that all pupils make progress in RHE

### 9.3 Staff

Staff are responsible for understanding the Grove Expectations and using them in their everyday work with pupils, families and the community:

- We treat others as we would like to be treated
- We are kind and don't hurt others or their feelings
- We respect all property
- We always try to do our best
- We are honest and tell the truth
- We are good listeners and thoughtful speakers.

All staff will:

Teach RHE in a sensitive way  
Model positive attitudes to RHE  
Model the Grove Expectations in their day to day work  
Monitor the progress of all pupils in RHE  
Respond to the needs of individual pupils

Staff do not have the right to opt out of teaching RHE.

### 9.4 Pupils

We want all pupils to engage fully in and enjoy RHE.

In lessons and assemblies we expect all pupils to:

- We treat others as we would like to be treated
- We are kind and don't hurt others or their feelings
- We are good listeners and thoughtful speakers.

and, when discussing issues related to RHE, treat others with respect and sensitivity.

### 10) Parental Right to Withdraw

Parents do not have the right to withdraw their children from relationships and health education.

### 11) Continued professional development

New staff are trained on the school policy for RHE and the curriculum for RHE as part of their induction.

CPD on the curriculum for RHE is lead by Assistant Head Teachers.

The lead for RHE will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RHE.

Any visitors to the school will be vetted and checked following the school's No Platform Policy.

## **12) How the quality of Relationships and Health Education is monitored at Grove**

The quality of education in RHE is monitored by the senior leadership team through:

Planning reviews, learning walks, book looks and pupil conversations.

Through pupil discussion, responses and feedback in assemblies.

By how our children show respect towards each other, the staff at Grove, their families and visitors to the school.

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

**This policy will be reviewed by annually. At every review, the policy will be approved by the governing body.**

## Appendix 1

By the end of primary school 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></ul>



	<ul style="list-style-type: none"> <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>
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>