

Woodlands Primary School

RHE (Relationships and Health Education) including Sex Education



Ratified by Governors	
Date of policy	December 2023
Review date	December 2026
Signed – Chair of Governors	
Signed – Headteacher	

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, an RHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

RHE (Relationships and Health Education)

At Woodlands Primary School, we teach Relationships and Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

Our RSHE curriculum is informed by the PSHE Association guidance and incorporates lessons from the award winning programme: MyHappyMind and the highly esteemed: Project Evolve. These programmes also support the 'Personal Development' and 'Behaviour and Attitude' aspects of the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social and Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

RHE at Woodlands Primary School

At Woodlands Primary School we value RSHE as a way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school RSHE curriculum.

To ensure progression, our curriculum has been carefully curated. MyHappyMind is taught from Nursery to Year Six with children revisiting and building upon the same five modules: Meet Your Brain, Celebrate, Appreciate, Relate and Engage. The mapping document: PSHE and DfE Mapping Document, shows exactly how MyHappyMind and therefore our school, meets the statutory Relationships and Health Education requirements.

Our RHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- [National Citizen Service](#) (guidance for schools)

Whole-school approach

MyHappyMind meets around 70% of the statutory requirements of the DfE RHE Guidanceⁱ. This begins in Nursery and continues through to Year Six.

Children in Nursery will be learning to:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them (**Engage**)
- Become more outgoing with unfamiliar people, in the safe context of their setting (**Celebrate, Relate**)

- Show more confidence in new social situations **(Celebrate, Relate)**
- Play with one or more other children, extending and elaborating play ideas **(Celebrate, Relate, Engage)**
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas **(Celebrate, Relate)**
- Increasingly follow rules, understanding why they are important **(Relate)**
- Talk with others to solve conflicts **(Relate)**
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' **(Meet your Brain)**
- Understand gradually how others might be feeling **(Meet your Brain, Relate)**

Children in Reception will be learning to:

- See themselves as a valuable individual **(Celebrate)**
- Build constructive and respectful relationships **(Relate)**
- Express their feelings and consider the feelings of others **(Meet your Brain, Relate)**
- Show resilience and perseverance in the face of challenge **(Engage)**
- Identify and moderate their own feelings socially and emotionally **(Meet your Brain)**
- Think about the perspectives of others **(Relate)**

The table below gives the learning theme of each of the five modules and as these are taught across the school, the learning deepens and broadens every year.

Term	Module	Content
Autumn 1:	Meet Your Brain	This module is focused on giving children a foundational knowledge of the brain and teaching them how they can look after their minds to be at their very best.
Autumn 2:	Celebrate	This module is focused on introducing the evidence-based theory that we all have different Character Strengths and that by understanding what they are and then using them as much as possible, we can be at our best! In this context, Character Strengths refer to those character traits that make us unique. We all have different characters, and this is something to celebrate!
Spring 1:	Appreciate	This module is all about teaching children the importance of gratitude. It looks at a number of elements of gratitude including: <ul style="list-style-type: none"> • The Wheel of Gratitude - this is a way to think about the types of gratitude that children should try to take the time to notice: • Ourselves - this is really focused on building self-esteem. By continuing to focus on Character Strengths the children are encouraged to think about what they Appreciate about themselves, or their top strengths. • Others - children are encouraged to stop and reflect about who in their lives they Appreciate and why. The strengths lens can be used here again. • Experiences - using Happy Breathing as a vehicle here, children are encouraged to stop and think about the simple, everyday experiences that they have e.g., eating, listening etc.

		<p>This module includes a fair amount of reflection and is very much about the children learning to develop what we call an 'Attitude of Gratitude'.</p> <p>An Attitude of Gratitude is best described as taking the time to stop and think about all there is to be grateful for. The research shows that regularly doing this has a hugely positive impact on mental wellbeing.</p>
Spring 2:	Relate	<p>This module is focused on teaching children the importance of being able to relate or get along with others in order to have positive relationships. It uses the Character Strengths lens to illustrate the need to be able to see other perspectives in order to build relationships. Through lots of examples and discussion, the children learn about two key skills that will serve them well in relationship building.</p>
Summer 1:	Engage	<p>This module focuses on bringing together everything the children have learnt throughout the myHappyMind curriculum. It has a particular focus on using the knowledge and skills they have acquired to help them to engage in the world through Goal Setting. Integral to this is focusing on the Character Strength of perseverance, which links closely to resilience.</p>

At Woodlands Primary School, the RHE knowledge and skills are taught in every year group in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Our core values: Resilience, Responsibility and Respect, assemblies and reflection time, behaviour system, through relationships (child to child, adult to child and adult to adult across the school). We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The expected outcomes for each of these elements can be found further on in this policy.

It is important to explain that whilst the additional relationship modules in MyHappyMind covers most of the statutory Relationships Education, some of the endpoints are also taught through different resources, e.g. Online relationships is delivered through Project Evolve lessons in Online Safety Week. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. The expected outcomes for each of these elements can be found further on in this policy.

It is important to explain that whilst MyHappyMind covers all of the mental wellbeing element of the statutory Health Education, some of the outcomes are taught elsewhere in our curriculum e.g. the changing adolescent body is taught through science.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

At Woodlands Primary School, we have decided not to teach sex education discretely. Children will learn about how our bodies change and grow as we get older, about gender identity (as part of our Protected Characteristics curriculum) and about life cycles, including humans.

For example:

In Foundation Stage the children learn through Early Learning Goals, about themselves and how they grow and change over time.

In Key Stage 1 in science, we teach children about how animals, including humans, move, feed, grow and reproduce. We also teach them about the main parts of the body.

In Key Stage 2 in science, we teach about the main stages of the human life cycle in greater depth. In RSHE we also teach about keeping ourselves safe. In Years 5 and 6 we teach children about puberty. School staff always treat such topics with sensitivity and give due regard to the emotional development of the children.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

As we only teach the statutory elements of RHE for primary schools (not sex education), parents are not able to withdraw their children from these lessons.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the RHE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

The school's RHE leader will: lead the development of this policy throughout the school, work closely with the Headteacher, provide guidance and support to all staff, provide training for new staff and also as and when needed and review and monitor outcomes.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Woodlands Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Safeguarding

When teaching any aspect of Relationships and Health Education, it is the responsibility of every member of staff to know and abide by the school's Child Protection procedures. If any member of staff has a concern they must follow protocols by completing paperwork and passing on the information to the designated safeguarding lead.

Children have rights under the Children's Act 1989 and can, therefore, expect issues relating to sex and relationships to be treated with sensitivity and for cultural/religious backgrounds of our children to be considered. However, no one can give guarantees of confidentiality where the safety and welfare of a child is at risk. Children must be made aware of this whenever possible.

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	When/where our curriculum teaches this
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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. 	<ul style="list-style-type: none"> • MyHappyMind relationship lessons (Y1 – Y6)
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. 	Online Safety Week (Y1 to 6)

	<ul style="list-style-type: none"> • 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. 	
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> • MyHappyMind relationship lessons (Y1 – Y6) • Additional PSHE Association lessons – consent (Y5)

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	When/where our curriculum teaches this
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<ul style="list-style-type: none"> • MyHappyMind five modules (Nursery to Y6)

Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow 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. 	<ul style="list-style-type: none"> • Online Safety Week (Y1 to Y6) – Project Evolve lessons
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • 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. 	<ul style="list-style-type: none"> • Physical Education (Y1 to 6)
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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). 	<ul style="list-style-type: none"> • Design and technology (Y1, Y3) • Science (Y3, Y4)
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 	<ul style="list-style-type: none"> • Science (Y4, Y6) • Additional PSHE Association lessons (Y1 to 6)

	<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination 	
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<ul style="list-style-type: none"> • Additional PSHE Association lessons (Y5)
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<ul style="list-style-type: none"> • Science (Y5) • Additional PSHE Association lessons (Y6)

ⁱ The remaining 30% is delivered through lessons from Project Evolve and PSHE Association.