



Greenholm Primary School

Relationships and Health Education Policy

Overarching statement

At Greenholm School, we believe that Relationships and Health Education (RHE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, which educates, celebrates and respects diversity. We aim to provide a carefully planned programme taught age appropriately, which covers three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

Aims of teaching Relationships and Health Education

- To equip our children with the tools they need to make informed, healthy decisions about their lives not only while in our care but in the future.
- To teach our children about respect, not only for themselves but others and use this to aid their transition from childhood through to adolescence and adulthood.
- To collectively create and maintain an environment where both children and teachers feel safe and comfortable while nurturing their feelings of confidence and self-worth.
- To teach children the scientific facts about how our bodies change, human growth and development as well as reproduction and the impact of this.
- To teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- To develop children's personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- To provide planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.
- To create opportunities to enable pupils to be taught about positive emotional and mental wellbeing

Relationships and Health Education within the National Curriculum

Greenholm Primary School has a statutory duty to teach the following as part of the Science National Curriculum, parents do not have the right to withdraw their child/children from the below aspects of the Science Curriculum.

Key Stage 1

- Children are taught that animals, including humans, move, feed, grow, use their sense and reproduce.
- To recognise and compare the main external parts of the bodies of humans using biological terms.
- To recognise similarities and differences between themselves and others.
- Identify, name, draw and label the basic parts of the human body.

Key Stage 2

- Describe the changes as humans develop to old age.
- Children are taught that nutrition, growth and reproduction are common life processes for humans and other animals.



- Describe the life process of reproduction in some plants and animals.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- The importance of hygiene.
- About puberty and bodily changes.

Through Religious Education (RE) and PSHE, children are also taught:

Key Stage 1

- What is different and similar in their homes.
- Gender stereotyping.
- Personal hygiene.

Key stage 2

- About stereotypical ideas regarding parenting and family roles.
- About the importance of relationships, focussing on the development of friendships and maintaining these so they stay healthy.
- To recognise to know their own worth as individuals and challenge stereotyping.
- Identify positive qualities and expectations for a variety of relationships.
- About 'self-image' how they perceive themselves and how this may not be how others perceive themselves.
- To identify things they are looking forward to when they move into the stage of becoming a teenager and the responsibilities that growing up brings them.
- Body image.
- Respecting their bodies.

CPD of Staff

Teaching staff will receive training on the content of the curriculum and best practice in pedagogy for these topics, in order to best support pupils when appropriate. This training will take place yearly and be reviewed annually.

Delivery of Programme

We view the delivery of the RHE programme as a tool to safeguard children. We will therefore ensure that the teaching of this subject is differentiated to the needs of all the pupils including SEND pupils and is inclusive of all. This includes lesson content relating to gender equality and LGBT+ equality. We are fully committed to ensuring our values and curriculum support the protected characteristics as detailed in the Equality Act 2010.

The curriculum content will be taught by class teachers, supported by teaching assistants and senior leaders as appropriate. Lessons are timetabled weekly as part of our wider Personal, Social and Health Education curriculum and an overview scheme of work is on the website for reference.



Relationships and Health Education and Policies

This Relationships Education policy is aligned to the following school policies:

- PSHE policy
- Safeguarding policy
- Equal Opportunities policy
- Equalities Policy

The school will ensure that no teachers express their personal views and opinions when delivering lessons and is dedicated to delivering the Relationships and Health Education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms, which may cause offense.

The school abides by The Equality Act 2010, and fully respects the rights of the pupils and staff members, regardless of any protected characteristics that he/she may have.

Working with Parents

The school understands and respects that that the teaching of some aspects of the Relationships and Health Education programme may be of concern to parents/carers; therefore, topics that will be covered can be found and reviewed by parents. Parents/carers will be regularly consulted on the content of the programme through letters, parent forums and will be informed when it is being taught. This will provide opportunities for parents/careers to discuss the content of the lessons with the class teacher.

The school respects the legal right of parents/careers to withdraw their child from all or part of the Sex and Relationship education programme, except for those statutory parts included in the science national curriculum.

Monitoring and Review

Monitoring is the responsibility of the SLT and the named teacher with responsibility for RHE. The RHE programme will be reviewed alongside teachers in both key stages and any adaptations will be made as necessary. All members of staff will be involved in the delivery of our RHE curriculum as well as ensuring clear open lines of communication exist between school life and home life.