



# Donhead Preparatory School

## Whole school policy (including EYFS) Relationships and Health Education & Personal, Social, and Health Education

Our school is:

a safe, **supportive** stimulating learning environment; a **team** of respectful, tolerant, open minded citizens; a community where everyone **aspires** to be the very best they can be; a community of **resilient** lifelong learners; a centre of excellence where all achieve **success**.

### Purpose

This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

### Introduction

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2019 make Relationships Education compulsory for all pupils receiving primary education.

For the purpose of this policy, “**relationships education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

### Development of the Policy

This policy has been developed by the Headteacher and PSHE lead working together on a curriculum that embeds the teachings of the Catholic faith, the underlying principles of Jesuit Education and utilising the guidance of the Archdiocese of Southwark.

### Consultation with parents

The school understands the important role parents play in enhancing their children’s understanding of relationships and health. Similarly, we also understand how important parents’ views are in shaping the curriculum.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum when necessary.

Parents will be informed throughout the year about the content of the Relationships and Health Education taught in each year group. Parents will be invited to discuss the content with the class teacher if necessary. Parents are also communicated about external providers e.g. Coram Life Education.

**Curriculum Content**

Relationships and health education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered (Appendix 1).

**Relationships Education**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to

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

See table below for the content laid out in the DfE Guidance:

Families	<p>That families are important for children growing up because they can give love, security, and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
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<p>Caring Relationships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
<p>Respectful Relationships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>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</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them.</p> <p>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</p>

Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g., family, school and/or other sources</p>
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## Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

- 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

See table below for the content laid out in the DfE Guidance:

<p>Mental wellbeing</p>	<p>Mental wellbeing is a normal part of daily life, in the same way as physical health. 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.</p> <p>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.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>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 wellbeing or ability to control their emotions (including issues arising online).</p> <p>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.</p>
<p>Internet safety and harms</p>	<p>For most people, the internet is an integral part of life and has many benefits.</p> <p>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.</p> <p>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.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>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.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online</p>

Physical Health and Fitness	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy Eating	<p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>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).</p>
Drug's alcohol and tobacco	<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Health and Prevention	<p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>The facts and science relating to allergies, immunisation and vaccination.</p>
Basic First Aid	<p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first aid, for example dealing with common injuries, including head injuries.</p>
Changing adolescent body	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>

## Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, Science curriculum, Physical Education (PE), Computing and some aspects are included in Religious Education (RE). (Please see Appendix 1 for coverage of the statutory content across the school's curriculum). Pupils will usually be taught in their form groups but there might be occasion when the pupils are split into smaller groups and divided into single sex groups if appropriate. It is important that children learn about all changes not just their own.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned

scheme of work.

- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

## **PSHE Curriculum**

### Teaching & Learning

PSHE education needs to consider students' starting points as all students will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Where possible, any new topic in PSHE education should start by determining students' prior knowledge. This will be achieved via regular student feedback and reflection within lessons.

### Timetabling, Planning and Schemes of Work

PSHE is taught in mixed ability classes usually by the Form teacher from Reception through to Year 6. Additionally, many curriculum subjects (Geography, Science, English, Art etc) address topics which also arise in PSHE, for example environmental concerns. All pupils in school a weekly PSHE lesson. In addition, there are timetabled form time sessions each week when teachers can address topical or pastoral issues.

All groups follow Coram Life Education Schemes of Work which have been further developed and personalised as appropriate to the school setting and in conjunction with 'A model Catholic Primary RSE Curriculum' from the Catholic Education Service. Additional resources to supplement and support an emphasis on Mental Health and Wellbeing are also provided.

The Curriculum for Excellence states that well-constructed and well-planned outdoor learning helps to prepare children and young people to meet the challenges of the 21<sup>st</sup> century; those of social, economic and environmental issues. Outdoor Learning is in a developmental phase throughout the school, providing access to a newly developed Outdoor Learning Classroom on site and ongoing curriculum development.

### Assessment

Assessment in PSHE is not about passing or failing but it is nevertheless vital that students and teachers understand what has been learned and how development and progress have been made. It is imperative that all PSHE content has clear aims and objectives which all students understand. Whilst there is a natural element of indirect and informal assessment in PSHE via discussion and debate during reflection, teachers assess by making informal judgements, as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each unit of work.

The assessments we make of pupil achievement are positive, and we report these to parents in annual reports and at parent's evenings through a general statement on their development as an individual.

### Pupil Voice

Year 6 pupils are given responsibilities for directing aspects of the school or weekly events such as Assemblies, House Captains and Prefects.

Pupils complete the PASS Survey from PP2 through to Year 6 which demonstrates that they can evaluate their own self-understanding, self-esteem, self-discipline, and resilience. Pupils identified as a concern may be resurveyed towards the end of the year to measure the impact of support and interventions.

Each class develops, rehearses, and puts on a class assembly for the whole school, affording them the creative

opportunity to have a positive influence and to demonstrate their learning to the school as a whole community.

### Additional Whole School Opportunities

We also develop PSHE through various activities and whole school events, for example:

- the school council representatives from each form meet regularly to discuss school matters.
- We offer a visit in Year Six to Aylesford Priory, which enables the children to enjoy a day of reflection and focus on their self-esteem. It also allows them to begin to develop leadership skills and positive group work.
- Children in all other year groups also have the opportunity to visit an Abbey to gain similar experiences.
- School Eco council
- charity fundraising tasks that promote active citizenship
- planning of special school events (such as school assemblies and masses).
- Annual E-Safety education in Computing, Staying Safe Online Assembly
- Notable dates through each month are shared with all staff and pupils with PSHE lessons linking to directly to these.
- Through partnership with Pets as Therapy. Each class is visited by a therapy dog, reading stories linked to PSHE themes with the additional opportunity, where the need has been identified, to spend time in the presence of the dog to self-reflect and self-evaluate with an appropriate adult.

### Assemblies

Assemblies may be linked to PSHE themes at appropriate times of the year in a pupil's development. These can reflect national events such as Black History Month, Mental Health awareness, or Anti Bullying Awareness.

Each class from Year 3 -6 is given the opportunity to lead a class assembly covering themes from the PSHE Curriculum.

### Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the PSHE Lead should they be in need of further support.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private e.g., post it notes/question boxes will be provided.
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

Members of staff responsible for teaching the subjects will undergo training led by the relationships and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

### Equality and accessibility



The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People with different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people
- People who have changed their sex

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods to appropriately deliver the programme to pupils with SEND or other needs.

The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include a mum and a dad, blended families (step/half siblings) single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). British Values are taught and celebrated.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Positive Behaviour Policy, which sets out our expectations of pupils.

### **Sex education**

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Please note that much of the puberty part of this is taught to Elements in the annual changes talk which is delivered by a medical professional.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do not teach pupils sex education beyond what is required of the Science curriculum.

In line with our school's safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe.

### **Parents' right to withdraw**

Parents **do not** have the right to withdraw their children from relationships and health education or the programme of study as part of the requirements of the Science curriculum. The school will continue to teach the Science curriculum as set out in the Science Curriculum (see Appendix 2 for objectives taught and terminology used).

### **Monitoring and review**

This policy will be reviewed on an annual basis by the PSHE lead, Headteacher and governors. This policy will also be reviewed considering any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff and parents via the school website.

Parent consultation March 2024

(March 2024 subject to annual review)

## **Appendix 1: How Donhead Preparatory School covers the statutory content of relationships and health education across the school's curriculum**

### **SCIENCE SOW Objective Overview: Year 1: Lent ½ term 2:**

**Seasonal change and animals**

**We are learning about changes associated with Spring and Animals:**

#### **National Curriculum Outcomes**

Learning Objectives:

To be able to identify, name draw and label the basic parts of the human body

### **SCIENCE SOW Objective Overview: Year 2: Lent ½ term 2:**

**Animals, including humans**

#### **National Curriculum Outcomes**

**We are learning about how animals change** (notice that animals, including humans, have offspring which grow into adults)

**what we need to do stay healthy** (describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene). Learning Objectives:

- To know that animals have offspring that grow into adults.
- To know that human offspring grow into adults.
- To know the importance for humans of eating the right amounts of different types of food.
- To know the importance for humans of exercise.
- To know the importance to humans of hygiene.

### **SCIENCE SOW Objective Overview: Year 3: Michaelmas ½ term 2:**

**Animals including humans**

#### **National Curriculum Outcomes**

**We are learning about:**

**what living things need to eat and why** (Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat)

Learning Objectives:

- To know that animals, including humans, need the right amounts and types of food.
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### **SCIENCE SOW Objective Overview: Year 4: Lent ½ term 2:**

**We are learning about:**

#### **National Curriculum Outcomes**

- **SCIENCE SOW Objective Overview: Year 5: Michaelmas ½ term 2:**

**We are learning about:**

#### **National Curriculum Outcomes**

**How humans change as they grow older** (Describe the changes as humans develop from birth to old age)

Learning Objectives:

- To be able to describe the changes as humans develop from birth to old age.

**SCIENCE SOW Objective Overview: Year 5: Trinity ½ term 2:**

**Living Things and their Habitats  
(Life Cycles)**

**We are learning about:**

**National Curriculum Outcomes**

**The life cycles of different animals** (describe the differences in the life cycles of a mammal

**How some plants and animals reproduce** (describe the life process of reproduction in some plants, name, locate and describe the functions of the main parts of plants, including those in the reproductive system, describe the reproductive process in some animals)

Learning Objectives:

- To be able to describe the life process of reproduction in some animals.
- To be able to describe the life process of reproduction in some plants.

**SCIENCE SOW Objective Overview: Year 6: Michaelmas ½ term 1:**

**Animals Including Humans**

**National Curriculum Outcomes**

**We are learning about:**

**How lifestyle choices can affect your health** (recognise the impact of diet, exercise, drugs, and lifestyle on the way their body's function)

Learning Objectives:

- To be able to recognise the impact of diet, exercise, drugs, and lifestyle on the way their body's function.

## Appendix 2: Objectives taught, and terminology used in the science curriculum as set out in the National Curriculum.

### Statutory Requirements

- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets)
- Identify, name, draw and label the basic part of the human body and say which part of the body is associated with each sense.

### Notes and guidance (non-statutory)

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs, and rhymes.

### Statutory Requirements

Pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults.

### Notes and guidance (non-statutory)

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting way to find answers to their questions.

### Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

**Year 3 Michaelmas 2<sup>nd</sup> half term** (see above)

**Year 4 Lent 2<sup>nd</sup> half term** (see above)

**Year 5**

### Statutory Requirements

Pupils should be taught to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird.
- Describe the life process of reproduction in some plants and animals.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

### Statutory Requirements

Pupils should be taught to:

- Describe the changes as humans develop to old age.

***Notes and guidance (non-statutory)***

Pupils should draw a timeline to indicate stages in growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation period of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

**Year 6**

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.