



Belsay
School

Relationships & Health Education

September 2023



Belsay Primary School is part of Pele Trust.



1. Introduction

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. It is our intention that all children have the opportunity to experience a programme of Relationships and Health Education at a level which is appropriate for their age and physical development.

Effective Relationships and Health Education is essential if young people are to make responsible and well informed decisions about their lives and know about the importance of loving and caring relationships. We do not deliver Relationships Education in isolation.

It is firmly rooted within the framework for PSHE and the National Curriculum including the National Curriculum for RE and for Science, which lie at the heart of our policy. It does not just take place through the taught curriculum but is underpinned by our school values which run throughout all of school life.

Furthermore, we believe that the teaching of Relationships Education should be shared with parents and be mutually supportive and complementary.

As part of Relationships Education, pupils will be taught what a relationship is, what a friendship is, what family means and who the people are who can support them. Relationships Education is about understanding the importance of family life, stable and loving relationships, love and care and promoting the British Values of 'Respect' and 'Tolerance'.

2. Aims

Taking account of the age, maturity and needs of the pupils, our Relationships Education provides opportunities for pupils to:

- better understand the nature of human relationships and create a positive culture around issues of sexuality and relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), tolerance, equality, responsibility, confidence, empathy, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood and teach them the correct vocabulary to describe themselves and their bodies and the importance of health and hygiene
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles, both in real life and online
- develop the knowledge and understanding to recognise boundaries and privacy, knowing how to report concerns and seek advice if they suspect something is wrong

3. Statutory Requirements

As a primary school we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.



The Relationships Education, Relationship and Sex Education (RSE), and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this policy therefore focuses on Relationships Education.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Belsay School we teach Relationships Education as set out in this policy.

4. Delivery of Relationships Education

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects are taught within the science curriculum, and other aspects are included in religious education (RE). In addition to this, opportunities to develop the principles of Relationships Education are taken whenever they arise, for example in the playground and through the values we promote in school.

Pupils receive stand-alone, non-statutory, sex education sessions (in addition to what is covered in science lessons) in Years 5 and 6, delivered by the class teacher which focus on:

- Preparing boys and girls for the changes that adolescence brings
- Teaching the importance of healthy hygiene as their bodies change
- Parents / carers will be notified in advance of the lessons being taught and there will be an opportunity to opt out following a discussion with the Headteacher.

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT 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).

We do not use Relationship Education as a means of promoting any form of sexual orientation.

5. Health Education

Health education gives children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others and seek support if issues arise. By the end of primary school, children will be taught about:

- Mental wellbeing
- Internet safety
- Physical health and fitness
- Healthy eating
- Basic first aid
- The changing adolescent body



Guidance from the Local Authority recommends that children are taught the correct vocabulary for their body parts including male and female genitalia. This is for safeguarding purposes and will be introduced in school from EYFS.

6. Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive and age-appropriate way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components

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

Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the Headteacher or PSHE Lead.

7. The role of Parents

We believe that the primary role in children's Relationships Education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and collaboration.

In promoting this objective, we:

- Inform parents about the school's Relationships and Health Education policy and practice
- Answer any questions that parents may have about the Relationship and Health Education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Health Education in the school
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8. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships Education.

Parents have the right to withdraw their children from the non-statutory components of sex education (Year 5 onwards). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

Should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the Head Teacher. A child will only be withdrawn if a discussion with a senior leader has taken place and the parental request has been put in writing to the Head Teacher.

Alternative work will be given to pupils who are withdrawn from sex education.



9. Confidentiality

Teachers conduct Relationship Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy, and our procedure for safeguarding children.

10. Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Head of School who can discuss the matter with the parent, or follow other appropriate procedures.

11. Children with SEND

We have a responsibility to make sure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with additional educational needs are properly included in Relationships Education. This may mean additional support within lessons, small group or individual lessons and adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEN



Year Group	RHE Topics covered throughout the year
R	<p>Families and people who care for me</p> <p>Pupils will learn</p> <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. <p>Caring Friendships</p> <p>Pupils will learn</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • 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>Body Parts</p> <p>Pupils will learn</p> <ul style="list-style-type: none"> • The correct name for all of our external body parts including male/female genitalia • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
Y 1/2	<p>Families and Friendships</p> <p>Pupils will learn</p> <ul style="list-style-type: none"> • 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. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • The importance of permission-seeking and giving in relationships with friends, peers and adults. • 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. • 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>Caring friendships- Anti-bullying</p> <p>Pupils will learn</p>



- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
 - 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.
 - 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.
- 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.

Good and Bad Secrets

Pupils will learn

- How to ask for advice or help for themselves or others.
- What sorts of boundaries are appropriate in friendships with peers and others.
- 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.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Staying Healthy

Pupils will learn

- How to look after their bodies, keep themselves clean and tidy and maintain good personal hygiene.

Friends Resilience

Pupils will learn

- To recognise their feelings and possible responses to these.
- To categorise feelings and responses as 'thumbs up' or 'thumbs down'
- To devise a personal Support Network of trusted people at home and in school contexts.
- Where to get advice e.g. family, school and/or other sources.

Internet Safety

Pupils will learn

- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How information and data is shared and used online.

Body Parts

Pupils will learn

- The correct name for all of our external body parts including male/female genitalia.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Y 3/4

Respecting Others

Pupils will learn

- 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.



- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.

Personal Space

Pupils will learn

- 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.

Maintaining Healthy Relationships

Pupils will learn

- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable.
- 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 families are important for children growing up because they can give love, security and stability.
- How to manage conflict situations and how to seek help or advice from others, if needed.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Healthy Eating

Pupils will learn

- How to keep themselves physically healthy.
- What constitutes a balanced diet.

Friends Resilience

Pupils will learn

- To recognise their feelings and possible responses to these.
- To categorise feelings and responses as 'thumbs up' or 'thumbs down'.
- To devise a personal Support Network of trusted people at home and school contexts.
- Where to get advice e.g. family, school and/or other sources.

Internet Safety

Pupils will learn

- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How information and data is shared and used online.
- That people sometimes behave differently online, including by pretending to be someone they are not.
- 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.



	<ul style="list-style-type: none">• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <p>Body Parts</p> <p>Pupils will learn</p> <ul style="list-style-type: none">• The correct name for all of our body parts including male/female genitalia.• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
Y 5/6	<p>Friends Resilience</p> <p>Pupils will learn</p> <ul style="list-style-type: none">• To recognise their feelings and possible responses to these.• To categorise feelings and responses as 'thumbs up' or 'thumbs down'.• To devise a personal Support Network of trusted people at home and in school contexts.• Where to get advice e.g. family, school and/or other sources. <p>Puberty and Emotional Changes</p> <p>Pupils will learn</p> <ul style="list-style-type: none">• About changes of the human body as it grows from birth to old age, including puberty.• The physical and emotional changes during puberty for both males and females.• About reproduction in some plants and animals including humans.• Hygiene for boys and girls during puberty.• Where to get advice. <p>Showing Respect- Judgement and Stereotyping</p> <p>Pupils will learn</p> <ul style="list-style-type: none">• What a stereotype is, and how stereotypes can be unfair, negative or destructive.• 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.• 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.• Practical steps they can take in a range of different contexts to improve or support respectful relationships.• The conventions of courtesy and manners.• The importance of permission-seeking and giving in relationships with friends, peers and adults. <p>Internet Safety</p> <p>Pupils will learn</p> <ul style="list-style-type: none">• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.• How information and data is shared and used online.• That people sometimes behave differently online, including by pretending to be someone they are not.• 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.



First Aid

Pupils will learn

- How to assess a first aid situation.
- How to respond appropriately to an accident or emergency and when to seek help.
- How to protect yourself and the casualty in event of an emergency.
- How to deliver simple first aid.



**Belsay
School**

Our Schools

Belsay Primary School

Darras Hall Primary School

Heddon St. Andrew's CE Primary School

Ponteland High School

Ponteland Primary School

Richard Coates CE Primary School

