



**HURLINGHAM  
SCHOOL  
AND NURSERY**

EST. 1947

**Relationships and  
Health Education Policy**

This policy applies to all activities of Hurlingham School, including the Early Years Foundation Stage.

**Date of Review: October 2024**  
**Date of Next Review: by 31 May 2025**

## **Contents**

- 1. Introduction**
- 2. Aims**
- 3. Definition of a relationship and health education**
- 4. Content of the school's Relationship and Health Education programme**
- 5. Terminology**
- 6. The delivery of RHE across the curriculum**
- 7. Overview of RHE taught through PSHEE**
- 8. Managing Difficult Questions**
- 9. Parental Communication**

## **1. Introduction**

As our pupils continue to grow and develop through these ever changing times, the need for early relationships education is key to our pupils leading fulfilling lives, with self-confidence and self-respect. As our KS2 children have more access to the internet, it is now even more important to ensure their understanding of relationships and sex education is interlinked within the PSHEE programme and the SMSC (Social, Moral, Spiritual, Cultural) programme for their positive development. The DfE guidance regarding RSE states that, in terms of relationship education, the children should be taught the 'fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.' Our aim is for the school's RSE programme to be consolidatory: as the children go through the school, they will build on previous skills taught.

## **2. Aims**

The school believes that the essential aim of RHE education should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle and healthy relationships. We think that RHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

At Hurlingham School, we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focuses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

Year 6: We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Sex education included within the Year 6 curriculum consists of age-appropriate content which covers how babies are conceived and how they are born.

We believe effective RHE will help students develop healthy, nurturing relationships of all kinds. It enables young people to mature, build their confidence and self esteem

### **Aims of Relationship and Health Education**

- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, 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
- Raise the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle

- To develop and use communication and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To understand and respect all forms of relationships, including: family, friends, acquaintances and intimate (Year 6), and understand what makes a healthy relationship
- Enable students to make informed decisions about their wellbeing and the ability to make sound decisions when facing risks, challenges and complex contexts

### 3. Definition of Relationship and Health Education

For the purpose of this policy:

- **“Relationships education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **“Health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- **Year 6: “Sex education”** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort

At our school we do teach pupils sex education beyond what is required of the science curriculum

### 4. Content of the school’s Relationship and Health Education programme

The school’s approach to Relationship and Health Education through Science consists of:

#### 1. The taught National Curriculum Science Programme of Study.

##### **At Early Years Foundation Stage:**

- a. Children learn about the concept of male and female and about young animals

##### **In Years 1 and 2:**

- a. Animals, including humans, move, feed, grow and use their senses and reproduce
- b. To recognise and compare the main external parts of the bodies of humans using correct terminology
- c. That humans and animals can reproduce offspring and these grow into adults
- d. The life cycle of a human and the changes from baby to child
- e. The importance of personal hygiene to maintain good health
- f. To recognise similarities and differences between themselves and others and treat others with sensitivity

##### **In Upper School (Years 3,4,5 and 6):**

- a. That the life processes common to humans and other animals include nutrition, growth and reproduction
- b. Children build on their knowledge of life cycles and learn about the basic biology of human reproduction
- c. About the main stages of the human life cycle

#### 2. RHE Education modules within each Key Stage delivered within a planned PSHEE programme.

##### **At Early Years Foundation Stage:**

- a. They develop skills to form friendships and think about relationships with others

- b. Children learn about how to use their voice for consent
- c. Children learn about the NSPCC's PANTS

#### **In Years 1 and 2:**

- a. Children reflect on family relationships, different family groups and friendships
- b. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved
- c. They begin to cooperate with others in work and play and begin to recognise the range of human emotions and ways to deal with them
- d. They also learn about personal safety
- e. The life cycle of a human and the changes from baby to child
- f. The importance of personal hygiene to maintain good health
- g. To recognise similarities and differences between themselves and others and treat others with sensitivity
- h. Different families and acknowledging all types of relationships including those of LGBTQ+

#### **In Upper School (Years 3,4,5 and 6):**

- a. They continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship
- b. They will develop skills needed to form relationships and to respect other people's emotions and feelings
- c. They will consider how to make simple choices and exercise some basic techniques for resisting pressures
- d. They will learn about consent and how we respect ourselves and others
- e. They will learn about all family dynamics and understand that families of many forms provide a nurturing environment for children (families can include for example; single parent families, LGBT parents, families headed by a grandparent, foster/carers)
- f. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene

### **5. Terminology**

In line with safeguarding guidance and best practice, teaching staff will use and teach pupils the anatomically correct names for body parts. This approach helps foster a healthy understanding of their bodies and reduces barriers to reporting abuse, recognising that the use of code names can contribute to the normalisation of child sexual abuse.

### **6. The delivery of RHE Education throughout the wider curriculum**

Relationship and Health Education is delivered through Science, RPE, PSHEE, Personal Development, English activities, and circle time. The curriculum is taught by classroom teachers with sensitivity and inclusivity, with respect to backgrounds and beliefs of pupils. Teaching will be age appropriate and developmentally appropriate. Lessons will be taught in whole class or group situations using a broad variety of teaching and learning strategies such as video, discussion, looking at case studies, drama and role play. Teachers use teaching methods that are age-appropriate, taking into account the developmental needs of individual pupils.

Teaching is delivered in ways that are accessible to all pupils (including those with SEND), ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching.

## **7. Overview of RHE Education taught through PSHEE**

The focus is 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.

### **In Year 1 the children will:**

- Learn what friendship is and how to be a good friend.
- Learn about personal boundaries and how to respect one another's personal boundaries.
- Discuss what family means and who the people are that support them.
- Learn about all family dynamics and understand that families of many forms provide a nurturing environment for children (families can include for example; single parent families, LGBT parents, families headed by a grandparent, foster/carers)
- Understand that families are important for children as they grow as they provide love, security and stability
- Discuss the importance of acceptance and inclusion whilst challenging gender stereotypes.
- Learn how we keep our bodies healthy (including nutrition, medicines, exercise and cleaning).
- Learn how we keep our minds healthy (introduction to mental health wellbeing).
- Discuss mental health and take part in Children's Mental Health Week.
- Learn about NSPCC's PANTS (Privates are Private, Always remember your body belongs to you, No means no, Talk about secrets that upset you, Speak up someone can help).
- Discuss how we have changed in body and mind since a baby.
- Pay particular attention to the messages in the NSPCC Speak Out Stay Safe programme.
- Discuss online safety

### **In Year 2 the children will:**

- Discuss what makes a good friend and what friendship is.
- Learn how to treat others with kindness, consideration and respect as well as how to respect others' personal boundaries.
- Learn about all family dynamics and understand that families of many forms provide a nurturing environment for children (families can include for example; single parent families, LGBT parents, families headed by a grandparent, foster/carers)
- Understand that families are important for children as they grow as they provide love, security and stability
- Discuss the importance of acceptance and inclusion whilst challenging gender stereotypes
- Learn how we keep our bodies healthy (including nutrition, medicines, exercise and cleaning).
- Learn how we keep our minds healthy (continuing conversations about mental health and developing their sense of self-worth).
- We will discuss mental health and take part in Children's Mental Health Week.
- Discuss PANTS (Privates are private, Always remember your body belongs to you, No means no, Talk about secrets that upset you, Speak up someone can help).
- Pay particular attention to the messages in the NSPCC Speak Out Stay Safe programme.
- Discuss online safety

### **In Year 3 the children will:**

- Discuss positive relationships (with family and friends).

- Learn about all family dynamics and understand that families of many forms provide a nurturing environment for children (families can include for example; single parent families, LGBT parents, families headed by a grandparent, foster/carers)
- Understand that families are important for children as they grow as they provide love, security and stability
- Learn about stereotyping and the importance of respecting others and how they choose to express themselves
- Discuss conflict resolution.
- Discuss a range of emotions and how to handle our emotions.
- Discuss what can affect our mental health and how we maintain positive mental health.
- Discuss the importance of honesty, truthfulness and permission seeking and giving.
- Discuss how their bodies have changed from a baby to now, understanding the correct scientific words for body parts (including vulva and penis).
- Learn how we keep our bodies healthy (including nutrition, medicines, exercise and cleaning).
- Discuss mental health and take part in Children's Mental Health Week.
- Discuss choice and pay close attention to the NSPCC's 'Speak Out Stay Safe' programme aims.
- Discuss online safety and relationships online

#### **In Year 4 the children will:**

- Discuss healthy and unhealthy relationships.
- Learn about all family dynamics and understand that families of many forms provide a nurturing environment for children (families can include for example; single parent families, LGBT parents, families headed by a grandparent, foster/carers)
- Understand that families are important for children as they grow as they provide love, security and stability
- Discuss assertive and passive behaviours and conflict resolution.
- Discuss the relationships in their lives and different relationships within society (challenging any stereotypes such as family dynamics, male and female roles).
- Learn about stereotyping and the importance of respecting others and how they choose to express themselves
- Discuss online and offline relationships and the risks.
- Discuss the core values of empathy: listening, supporting and respecting.
- Discuss how we keep our bodies and minds healthy (including the benefits of hobbies, exercise, sleep and nutrition, as well as the negative effects of social media and online gaming, looking at age appropriateness).
- Discuss mental health and take part in Children's Mental Health Week.
- Look at body changes and discuss what puberty is and when it happens (all the children will be taught the basic concept of what a period is and how it is related to puberty).
- Discuss how, as we grow, our bodies will change; the human life cycle.
- Discuss choice and pay close attention to the NSPCC's 'Speak Out Stay Safe' programme aims.

Further to the session content outlined above, the girls will take part in an extra session with the Head of PSHEE that introduces puberty specifically related to periods, in preparation for body changes which may occur ahead of Year 5. In this session, the girls will look further into what a period is and potential changes that could happen within their bodies. We feel it is important the girls have given this forum in which to discuss this without judgement and in an open setting. Particular attention will be given to discharge and the initial changes in puberty such as body hair and body odour.

### **In Year 5 the children will:**

- Discuss healthy and unhealthy friendships.
- Discuss the different relationships in our lives and in society, with particular emphasis on different family dynamics (challenging any stereotypes).
- Discuss the relationship with ourselves and promote self-worth and self-appreciation as well as the feeling of belonging and having positive self-esteem.
- Discuss the internet and how the media and the internet impacts our views and our relationships; we will look at a case study of Zilla van den Born and analyse what negative effects social media can have.
- Look at physical health including diet, and how to keep our bodies clean and healthy, linking to body image and our view of ourselves, making sure to respect ourselves.
- Look at identity and expression (including learning about transgender and gender fluidity in an age appropriate manner).
- Look at mental health, in particular anxiety and coping mechanisms; we will also take part in Children's Mental Health Week.
- Discuss the LGBTQ+ community, using the core values of Stay Safe, Included and Educated. The children will discuss different identities and expressions and the importance of equality and respect; understanding that everyone is welcome and everyone can co-exist.
- All children will learn the basics of puberty together, this includes what a period is and why females get a period, as well as what an erection is and the basic concept of a wet dream.
- All children will discuss reproduction within animals and the basics of how a baby is created, as well as look at reproductive organs within animals.
- Girls and boys will then be split, enabling open conversation about puberty and the changes which will occur. For the girls this includes periods, body hair, the structure of a vulva as well as the basic structure of a penis. For the boys this includes open conversations about the changes they face in puberty such as wet dreams, body hair and voice changes.
- Learn about puberty and related changes in mental health.
- Discuss consent and pay close attention to the 'Speak Out Stay Safe' programme aims.

Please note - in Year 5 the children will not be taught about sexual intercourse or sexual relationships, however, they will be taught about the basics of reproduction and how a baby is made from a sperm (from a male) and an egg (from a female).

### **In Year 6 the children will:**

- Discuss healthy and unhealthy friendships and conflict resolution.
- Discuss the different relationships in our lives and in society, with particular emphasis on different family dynamics (challenging any stereotypes).
- Discuss the LGBTQ+ community, using the core values of Stay Safe, Included and Educated, understanding that everyone deserves respect and equality. We will pay particular attention to everyone's differences and respecting and appreciating ourselves for who we are.
- Look at identity and expression (including learning about transgender and gender fluidity in an age appropriate manner).
- Discuss the relationship with ourselves and promote self-worth, self-appreciation and positive self-esteem.
- Discuss physical health and nutrition: we will discuss the harm we can cause to our own bodies through eating disorders and disordered exercise; we will understand what is meant by a healthy and balanced lifestyle.



- Discuss the internet and how the media and the internet impacts our views and our relationships, paying particular attention to our views of ourselves and body image. We will also cover sexualisation of individuals and look at the moral values surrounding this topic.
- Look at physical health and diet and how to keep our bodies clean and healthy - linking to body image our view of ourselves, making sure to respect ourselves.
- Look at mental health and what we can do to promote positive mental health; we will take part in Children's Mental Health Week.
- All children will discuss the basics of puberty together, continuing conversations from Year 5 and all children will know the correct names for genitals.
- Girls and boys will then be split: the girls can therefore have an open conversation about puberty and the changes which will occur (this includes periods, body hair, the structure of a vulva as well as the basic structure of a penis); the boys will have open conversations about the changes they face in puberty (this includes wet dreams, body hair, voice changes); they will also be split to be taught about sexual intercourse and how a baby is made within humans as well as the life cycle of a baby and birth.
- All students will be taught about the human reproductive organs and how they work.
- We will discuss puberty and changes in mental health and brain development.
- Discuss consent and pay close attention to the 'Speak Out Stay Safe' programme aims, looking in particular at consent and legal ages; this includes discussions about pornography (as it is crucial young people understand that it is a performance and not what they should base fact on) and the use of inappropriate images and videos online.
- Discuss the effects and risks of alcohol, tobacco, vaping, volatile substances and illegal drugs and basic skills to manage risky situations; the children learn how to make informed choices about their health, how to resist pressure to do wrong and to take more responsibility for their actions.

Please also note that any conversations regarding sexual intercourse or content of a sexual nature, will be delivered with respect and mindfulness of all. No child should feel uncomfortable; they should be gaining knowledge to empower them to feel more comfortable as they enter their pre-teen years and better understand what could be misconstrued through peer to peer talk. All children will be taught sensitively and at a pace that suits them.

The first half of the Spring Term will focus on relationship education, including those of family and friends, conflict resolution, as well as health education, including mental and physical health. There will then be additional lessons to cover all the aspects of puberty and sex education.

Ms McNaught (Head of PSHEE) runs a yearly webinar which reviews what will be covered in Year 6 and why.

Parents have the right to request the withdrawal of their children from all or part of the Sex Education provided at school, except for those parts included on the Science syllabus. Any such request should be made in writing to the Head. The school will make other arrangements for pupils in such cases and will make available information for parents on the syllabus covered.

In Years 1 - 4, these lessons are taught by the form teacher, guided by the Head of PSHEE. In Years 5 and 6, these lessons are taught by specialists in the area, always overseen by the Head of PSHEE.

## **8. Managing Difficult Questions**

Children of the same age may be developmentally at different stages, leading to differing types of questions. These questions will be dealt with in a sensitive manner, taking into account the maturity and sensitivity of the year group.

## **9. Parental Communication**

It is important to keep parents up to date with the content and delivery of the RHE curriculum so they can continue these conversations at home. The parents are informed of the syllabus each year, ahead of it being taught. Communication is sent to the parents of each year group and they are invited to get in touch if they need clarification or would like to discuss the content further. A webinar is also held by the Head of PSHEE to discuss the content of the Year 6 syllabus, the RHE policy, and how the lessons are delivered. The RHE policy is available on the school website and parents are notified of any changes or given any other relevant notifications prior to the syllabus being taught each year. The RHE policy is produced in line with the DfE guidance and is kept under constant review.