



South Gosforth First School

*'Roots to grow and wings to fly'*

**South Gosforth First School**  
**Relationships Education Policy**  
**October 2023**

**Includes:**  
**Health Education**  
**PSHE Curriculum**

|                            |   |              |              |
|----------------------------|---|--------------|--------------|
| <b>Approved by:</b>        | Full Governing Body   | <b>Date:</b> | October 2023 |
| <b>Last reviewed on:</b>   | October 2022<br>Parental consultation as required took place in October 2023 and will be delivered again in October 2024. |              |              |
| <b>Next review due by:</b> | October 2024  |              |              |

Members of staff with responsibility:

- Rob Adams (Head Teacher & PSHE Lead)
- Rachael Blackburn (Deputy Head Teacher & Wider Curriculum Lead)
- Kate Rutherford (SENCO and KS2 Lead)
- Lorraine Damti (PSHE Lead)

## **Aims**

The aims of Relationships Education and Health Education at South Gosforth First School, taught within a PSHE curriculum, is 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 both physically and mentally healthy. We hope that through this teaching children will be given the knowledge and capability to take care of themselves and receive support if problems arise.

## **Statutory Requirements**

As a maintained First School we must provide Relationships Education and Health Education to all pupils as per section 34 of the Children and Social Work Act 2017.

At South Gosforth First School we teach this through our PSHE curriculum as set out in this policy.

We are also mindful to comply with the Equality Act 2010.

## **Policy Development**

This policy has been developed in consultation with staff, governors and parents. The consultation and policy development process involved the following steps:

1. Review – Our previous PSHE Lead for South Gosforth First School and Gosforth Schools Trust consulted all relevant national and local guidance to create a PSHE curriculum which covers all statutory elements and also matches the aims and ethos of the school by incorporating our school values, Together Time sessions and ‘No Outsiders’ texts. She had also attended training with the Newcastle Public Health Team and in October 2020 attended the Virtual Statutory RSE Conference North East organised by the Sex Education Forum in association with Newcastle City Council.
2. Staff consultation – All school staff have received ‘No Outsiders’ training from Andrew Moffat in October 2020. They have had the opportunity to discuss the aims and rationale behind the PSHE curriculum, view the most up to date Department for Education (DfE) documentation and feed into this policy.
3. Parent consultation – Parents were invited to an online meeting in November 2020 to find out more about Relationships Education, Health Education and the PSHE curriculum. Resources were shared and parents were asked to submit written views and recommendations as part of this parental engagement.
4. Governor consultation – A selection of Governors attended the ‘No Outsiders’ training alongside school staff in October 2020 to understand where this fitted in to the PSHE curriculum. The policy and curriculum documents were shared for comment, alongside the responses from the parental engagement sessions.
5. Ratification – Once amendments were made, the policy was shared with the FGB and ratified.

## **Delivery of Relationships Education and Health Education**

Relationships Education focuses 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. This starts with children being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of their time at South Gosforth First School children will be taught about how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. The features of healthy friendships, family relationships and other relationships which children are likely to encounter are explored to support an understanding of the key components of relationships that are likely to lead to happiness and security. This will also support children to recognise any less positive relationships if they are to encounter them and to know how to report concerns and seek advice when they suspect or know that something is wrong.

Relationships Education is taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances and the acknowledgement that families of many forms provide a nurturing environment for children, including single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers along with reflecting sensitively that some children may have a different structure of support around them such as looked after children or young carers.

The ability to form strong positive relationships with others will be further reinforced through our school values and ethos and our restorative approach to positive behaviour policy. Alongside understanding the importance of self-respect and self-worth, children will be supported to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness, resilience and courtesy. Teaching will include:

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

Health Education focuses on teaching the characteristics of good physical health and mental wellbeing. This begins with children being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep. PSHE lessons and Together Time sessions will also give children the language and knowledge to understand the normal range of emotions that everyone experiences. This should then enable them to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and subsequently judge whether what they are feeling and how they are behaving is

appropriate and proportionate for the situations that they experience. Children will be given

information about steps they can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene and basic first aid. Emphasis will be given to the positive two-way relationships between good physical health and good mental wellbeing. Teaching will include:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent bodies.

Relationships Education and Health Education are taught within the personal, social, health and economic (PSHE) education curriculum at South Gosforth First School. This curriculum is set out on the school website. The specific Relationships Education objectives which pupils should be taught by the end of Primary School are set out in Appendix One and the specific Health Education objectives pupils should be taught by the end of Primary School are set out in Appendix Two. As a First School some of these objectives will not be fully covered until Years 5 and 6, but we have liaised with our main feeder school, Gosforth Central Middle School, on our curriculum to support a spiral curriculum where topics are revisited and built upon.

The PSHE curriculum will be set in the context of a wider whole-school approach to supporting children to be safe, happy and prepared for life beyond school. It will complement several other national curriculum subjects, e.g. at KS1 and KS2 the national curriculum for science includes teaching about the main external parts of the body, in computing the national curriculum covers e-safety and the national curriculum for P.E. aims to ensure that children are physically active for sustained periods of time and are encouraged to lead healthy, active lives.

The PSHE Curriculum at South Gosforth First School follows the programme of study from the PSHE Association in 3 core themes:

- Relationships
- Health and Wellbeing
- Living in the Wider World.

Each half-term an over-arching 'What?', 'Who?' or 'How?' question is posed within one of the three core themes. PSHE Association materials, which have been recommended by the DfE, are used to support lessons, alongside other recommended materials and delivery of

resources where appropriate from an external agency e.g. School Health and Operation Encompass. Teaching builds according to the age and needs of the pupils in a spiral curriculum which revisits and reintroduces topics. Teaching of all subject matter is sensitive and age appropriate in approach and content. In teaching Relationships Education we aim to ensure that all pupils understand the importance of equality and respect as set out in the Equality Act 2010. This is further embedded through using 'No Outsiders' lesson plans and texts which promote the message that everyone is different and everyone is welcome.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences, including when they are due to specific special educational needs or disabilities (SEND). As with other curriculum subjects, where appropriate a differentiated curriculum may be provided in consultation with the SENCo.

If children ask questions outside the scope of this policy, staff will respond in an appropriate manner so that they are fully informed and don't seek answers online from inappropriate sources of information.

### **Roles and Responsibilities:**

The governing board will approve the Relationships Education Policy, and hold the Head Teacher to account for its implementation.

Staff are responsible for:

- Delivering the PSHE curriculum, including Relationships Education and Health Education in a sensitive way.
- Modelling positive attitudes to Relationships Education and Health Education.
- Monitoring progress.
- Responding to the needs of individual pupils.

Staff do not have the right to opt out of teaching Relationships Education or Health Education. Staff who have concerns about teaching Relationships Education, Health Education or any of the components of the PSHE curriculum are encouraged to discuss this with Rob Adams (Head Teacher and PSHE Lead).

Pupils are expected to engage fully in PSHE sessions and, when discussing issues related to Relationships Education and Health Education, treat others with respect and sensitivity in line with the schools restorative approach to positive behaviour policy.

Parents do not have the right to withdraw their children from Relationships Education as all components at primary level are statutory.

## **Training**

Staff training on Relationships Education and Health Education is included in our continuing professional development (CPD) calendar.

The PSHE Lead / Head Teacher will also invite visitors from outside the school, such as School Health Team and Operation Encompass, to provide support and training to staff.

## **Monitoring Arrangements**

The delivery of Relationships Education, Health Education and the PSHE curriculum is monitored by Rob Adams (PSHE Lead) through:

- Planning looks
- Learning walks
- Pupil voice
- Discussions with staff
- Parental feedback

This policy will be reviewed by Lorraine Damti (PSHE Lead), Rob Adams (Head Teacher) and Rachael Blackburn (Deputy Head Teacher) annually. At every review, the policy will be approved by the governing board.

## Appendix One (Relationships Education Statutory Requirements)

| <b>Topic</b>                               | <b>By the end of Primary School pupils should know:</b>   |
|--|---|
| <b>Families and people who care for me</b> | <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> |
| <b>Caring friendships</b>                  | <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>   |
| <b>Respectful relationships</b>            | <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> </ul>   |

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|                             | <ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>  |
|                             | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>   |
| <b>Online relationships</b> | <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>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.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>  |
| <b>Being safe</b>           | <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>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.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul> |



## Appendix Two (Health Education Statutory Requirements)

| Topic                   | By the end of Primary School pupils should know:   |
|-------------------------|--|
| <b>Mental wellbeing</b> | <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• 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.</li><li>• 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.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• 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).</li><li>• 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.</li></ul> |

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| <b>Internet safety and harms</b>   | <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul> |
| <b>Physical health and fitness</b> | <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>   |
| <b>Healthy eating</b>              | <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>  |
| <b>Drugs, alcohol and tobacco</b>  | <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>   |
| <b>Health and prevention</b>       | <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>   |

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| <b>Basic first aid</b>          | <ul style="list-style-type: none"><li>• how to make a clear and efficient call to emergency services if necessary.</li><li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>  |
| <b>Changing adolescent body</b> | <ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul> |