



**Hopelands Preparatory School**  
38/40 Regent Street, Stonehouse, Gloucestershire, GL10 2AD

## **Hopelands Preparatory School & Nursery**

### **RHE Content**

The Relationships 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 document therefore focuses solely on Relationships and Health Education.

All of our Relationships and Health Education (RHE) content supports our wider work helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

Our delivery is complemented by ensuring the development of personal attributes including kindness, integrity, generosity, and honesty. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help our pupils become successful and happy adults who make a meaningful contribution to society.

#### **Relationship Education at Hopelands**

The focus of Relationships Education at Hopelands 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.

1. This starts with our pupils 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 Hopelands school experience and from early years education onwards, pupils are taught 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.
2. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate, or unsafe, physical and other contact – these are the forerunners of teaching about consent, which takes place at KS2.
3. Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, games and resources.
4. From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts helps enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This also helps them to recognise any less positive relationships when they encounter them.
5. The principles of positive relationships also apply online especially as, by the end of Year 6, many children will already be using the internet independently. When teaching relationships content, we address online safety and appropriate behaviour in a way that is relevant to pupils' lives. We encourage the pupils to

carefully consider how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

6. At Hopelands we are aware that teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing and loving environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care is always taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.
7. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes. At Hopelands we approach this in a school wide context which encourages the development and practice of resilience and other attributes. This includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils have the opportunity to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
8. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
9. Through Relationships Education, we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In our school setting, this is delivered by focusing on boundaries and privacy, ensuring our pupils understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.
10. Pupils learn how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. Our delivery of PSHE, Enrichment and Science complement Health Education and are a part of our comprehensive PSHE programme and whole school approach, and this knowledge supports the safeguarding of our children.

**By the end of Y6 at Hopelands Preparatory School, pupils will have learnt:**

**Families and people who care for me:**

- 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 and civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships:**

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- 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.

### **Respectful relationships:**

- 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.
- 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.
- 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.
- 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.

### **Online relationships**

- 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.
- Being safe - pupils should know 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.

- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

## **Health Education**

### **Physical health and mental wellbeing**

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. Our aim is to enable children to recognise what is healthy 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.

Physical health and mental wellbeing are interlinked, and it is important that our Hopelands pupils understand that good physical health contributes to good mental wellbeing, and vice versa. It is important for us to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable our children to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. Our integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Our teaching aims to reduce stigma attached to health issues, in particular those to do with mental wellbeing and we ensure we develop and maintain an atmosphere that encourages openness. This means that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Puberty including menstruation is delivered as part of our Science curriculum and should, as far as possible, be addressed before onset. This ensures male and female pupils are prepared for changes they and their peers will experience.

Menstruation. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. In Science pupils will be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.

### **Physical health and mental wellbeing**

1. We focus on teaching the characteristics of good physical health and mental wellbeing. We are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.
2. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This enables pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.
3. Our teachers talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
4. We emphasise that there is a positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

5. Pupils are taught the benefits of hobbies, interests and participation in their own communities. We aim to make our pupils aware that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
6. Pupils will be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In upper KS2 our pupils are taught why social media, computer games and online gaming have age restrictions and we equip our children with the tools needed to manage common difficulties encountered online.
7. A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers at Hopelands to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing and help our pupils understand the impact of these topics on individuals and communities.

**By the end of KS2 at Hopelands our pupils will know the importance of:**

### **Positive Mental wellbeing**

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- 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.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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).
- 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.

### **Internet safety and harms**

- that for most people the internet is an integral part of life and has many benefits.
- 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.
- 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
- why social media, some computer games and online gaming, for example, are age restricted.
- 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.

- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

### **Physical health and fitness**

- the characteristics and mental and physical benefits of an active lifestyle.
- 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.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- 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).
- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.
- the facts and science relating to allergies, immunisation and vaccination.
- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

*Please note that at Hopelands we have chosen to deliver this topic as part of the Science curriculum as part of the 'Changes as Humans Develop to Old Age' scheme of work.*

### **Hopelands Preparatory School - Our School Community aims as we teach RHE**

1. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives.

2. Our delivery of RHE through our **PSHE, Science, Life Skills, Design Technology and Enrichment, and Computing** curricula supports our pupils and helps them to develop resilience, to know how and when to ask for help, and to know where to access support.
3. We are aware that for many children the distinction between the online world and other aspects of life is less marked than for some adults. By the end of primary school age some are likely to be spending a substantial amount of time online. Where topics and issues outlined in this document are likely to be encountered by pupils online, we support them in distinguishing between different types of online content and making well-founded decisions.
4. More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminately. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate. In an age appropriate way, we ensure pupils are made aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising). In addition, and by using the Police in Schools (Schoolbeat) programme, we highlight that criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information.
5. As with all teaching, Hopelands Preparatory School ensures that our teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.
6. In teaching Relationships Education we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We ensure that all lessons comply with the relevant provisions of the Equality Act 2010. At Hopelands we ensure that all of our teaching is sensitive and age appropriate in approach and content.
7. We are fortunate that we are able to build good relationships with parents on our curriculum content over time – for example by inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This is an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe.
8. Parents will be given every opportunity to understand the purpose and content of Relationships and Health Education and an annual in-person meeting is arranged to ensure parents feel active participants. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum and we warmly invite parents to share their views and provide valuable insight and input.
9. There is no right to withdraw from Relationships Education or Health Education.

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