

30th April 2021

Dear Parents and Carers,

Relationships and Health Education (RHE) is an important part of our school commitment to provide pupils with the knowledge and skills to keep themselves safe, make healthy choices, develop respect for themselves and others, and form positive and healthy relationships.

You can learn more about RHE provision in school by reading our attached RHE policy. This is a draft policy for your consultation. Should you have any comments or suggestions, please do contact me this term via email: Hannah.chalkley@otford.kent.sch.uk

Next academic year, I hope to hold some parent presentations for you.

The government guidance for Relationships and Health Education (2019) outlines statutory learning outcomes for all primary-aged pupils from September 2020. In addition, as recommended by the Department for Education, we also teach non-statutory elements of sex education in an age-appropriate manner in year 6.

To deliver our curriculum, we are trialling the use the Discovery Education Health and Relationships Programme to support us in meeting these outcomes through dedicated lesson time, in addition to cross-curricular learning through Science and PSHE.

The programme lessons progress from year 1 to year 6 with activities and videos to make learning engaging and enjoyable for our pupils, as well as developing their learning and understanding in an age-appropriate way.

This term, our school focus is on the strand 'Coping with Change'. Where needed, classes will start their learning of the previous year's objectives, as we are mindful that some of these areas may still need to be taught due to the disruption to education. Teachers will consult children about their learning and ask for feedback; this will then be discussed as a staff team to ensure that our policy meets the needs of our children.

You can see an overview of the content for all year groups as an appendix to this letter.

In line with our RHE policy, teachers will answer any questions from pupils in an age-appropriate and factual way, without personal bias or judgement. Questions will be answered in one of the following ways: by providing an answer to the whole class; by giving an individual answer to a pupil, or, on rare occasions, by contacting parents if we feel the question would be better handled in the home setting. Any questions that give rise to concerns of a safeguarding nature will be handled in line with our published safeguarding policy <https://www.otford.kent.sch.uk/safeguarding/>

We welcome you contacting us if you have any questions or comments about the school's approach to this important, statutory area of learning.

Yours sincerely,

Hannah Chalkley

Deputy Head

Appendix: Whole-School Overview.

Focus for Summer Term 2021: Coping with Change

Programme progression



HEALTH AND RELATIONSHIPS

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.