



Relationships and Health Education Policy

Policy owner/author	T Harding
Approved by	<u>Full Governing Body</u>
Statutory policy	<u>Yes</u>
Review cycle	Annual
Date last reviewed	<u>02 February 2023</u>
Date of next review	<u>02 February 2024</u>
Related policies	

Version History Log

Date	Version	Comments/Summary of changes
<u>02/02/2023</u>	3	Vision updated Updated list of documents that inform the policy Updated list of policies to be read in conjunction with this policy Updated hyperlinks

‘Learning for Life’ with Jesus’ promise of ‘life in all its fullness’ is at the heart of St Mary’s.

At our school, children are seen as unique and will feel loved, safe and empowered to flourish so they reach their full potential both academically and personally.

We aim for our children to be:

- Successful learners who enjoy learning, make progress and achieve, thrive through positive challenges and who can learn independently and collaboratively.
- Confident individuals able to live safe, secure, happy, caring and fulfilling lives.
- Responsible citizens who have an understanding and tolerance of others through spiritual, moral, social and cultural development and who make a positive contribution to society.

The aims of Relationships and Health Education at St Mary’s Church of England Primary School

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Children should learn that it is important to build positive relationships that involve trust and respect.
- Help pupils to be able to express and develop their true identity.
- Help children learn the importance of protecting themselves and of self-control.
- Help children learn how to keep themselves safe when using the internet and other forms of technology.
- Make children aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.
- Teach children to have respect for their own and others peoples’ bodies.
- Teach children the correct vocabulary to describe themselves and their bodies.
- Teach children the importance of family, committed relationships and marriage as key building blocks of community and society.
- Create a positive culture around issues of sexuality and relationships.
- Prepare our children for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

Statutory Requirements

From the academic year 2020/21, under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, it is compulsory for all primary schools to provide **Relationships Education**. Primary schools may choose to provide sex education other than that covered by the Science curriculum. It is compulsory for all schools including academies and free schools, but not independent schools, to provide **Health Education**.

We acknowledge that in order for children 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. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience and to know how and when to ask for help.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children. As a result, Relationships

and Health Education needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Documents that have informed this policy also include:

- Sex and Relationship Education Guidance (2000)
- The Education Act (1996)
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (2019)
- Valuing All God's Children (2019)

This policy should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Equality Policy
- SEND Policy
- DfE: Keeping children safe in education (2021)

Definitions

Relationships Education is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

Health Education is teaching pupils about physical and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Curriculum Content

Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

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

By the end of primary school, pupils should know:

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 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

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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

- 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, for example family, school or other sources

Sex Education

Sex education is not compulsory in primary schools and the majority of content covered in our curriculum therefore focuses on Relationships and Health Education. However, the Department for Education states that 'it will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.'

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department for Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

In the final year of primary school, parents will be consulted about the detailed content of what will be taught. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

Health Education

The aim of teaching pupils about physical and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal 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. It includes:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating

- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

By the end of primary school, pupils should know:

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)

Drugs, Alcohol and Tobacco

- 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 handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic First Aid

- 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

Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum. Relationships and Health Education is also taught within Science, Physical Education (PE), Computing and Religious Education (RE).

As a school, we use the SCARF lesson plans for PSHE from Years 1-6, these lesson plans are organised around the PSHE Association's Programmes of Study Learning Opportunities. The scheme also takes into account the DfE's Relationships and Health Education statutory guidance. This scheme is also used to deliver Sex Education in Year 6.

<https://www.coramlifeeducation.org.uk/scarf>

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, LGBTQ+ 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).

Roles and responsibilities

Teachers are responsible for:

- Delivering a high-quality and age-appropriate 'Relationships and Health Curriculum' in line with school and statutory requirements
- Ensuring they do not express personal views or beliefs when delivering the curriculum
- Modelling positive attitudes to Relationships and Health Education
- Responding to and safeguarding concerns in line with the school's Child Protection and Safeguarding Policy

The head teacher is responsible for ensuring that Relationships and Health Education is taught consistently across the school.

Pupils are expected to engage fully in Relationships and Health Education and when discussing issues treat others with respect and sensitivity.

PSHE lessons are usually taught by the class teacher but the school may invite visitors such as the school nurse or other professionals to help with the delivery of some aspects of relationships or health education. Any visitors will follow the school policy and content scrutinised to ensure it is delivered in line with the ethos of the school.

Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private e.g. post-it notes/ question boxes when appropriate
- If a child's question is not appropriate to answer in front of the class, the teacher will explain that it is not part of today's discussion and will discuss later
- Some questions may be referred to the child's parents to provide and answer; in these circumstances the class teacher will make contact

EYFS

Although the mandatory Relationships Education, RSE and Health Education does not specifically apply to the Early Years Foundation Stage, EYFS does include Personal, Social and Emotional Development (PSED).

PSED is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes toward themselves and others. PSED includes three aspects of children's learning and development: making relationships, managing feelings and behaviour, and self-confidence and self-awareness.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education or the programme of study as part of the requirements of the Science curriculum as set out in the National Curriculum.

Parents do have the right to request that their child be withdrawn from some or all of the non- statutory sex education delivered as part of statutory RHE. As a school, we would discuss any request for withdrawal with the parent(s) or carer(s) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

Monitoring and Review

The PSHE subject leader and Senior Leadership Team monitor the delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Pupils' work
- Staff meetings to review and share ideas
- Use of Target Tracker (the school's assessment system)

This policy will be reviewed on an annual basis by the PSHE and RHE subject lead, head teacher and Governors.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.