

Newsham Primary School
Relationships and Health Education Policy



Date Written:	June 2021
Date Modified:	
By:	Nicola Trueman / Kim Davison
Originally Adopted by Governors:	July 2021
Last Adoption by Governors:	
Date of Review:	

Introduction

This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education and Health Education compulsory for all pupils receiving primary education.

For the purpose of this policy:

“Relationships Education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

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

“Sex Education” is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science.

Aims

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens

In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationships Education to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

The aims of Relationships and Health Education (RHE) at our school are to:

- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible and respectful behaviour through our 7Rs
- Enable pupils to recognise and manage their emotions
- Create a positive culture of communication around issues of relationships
- Develop knowledge and understanding of positive and healthy relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Make pupils aware of their rights especially in relation to their bodies
- Prepare pupils for the physical and emotional changes of puberty, and give them an understanding of the importance of health and hygiene
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils’ skills around assessing risk and keeping safe
- Provide pupils with the knowledge and skills to access appropriate support

- Enable children to gain the skills and understanding to support the development of healthy bodies and minds and make informed choices

RHE covers broad areas of particular relevance and concern to young people today. It should ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

At Newsham Primary, RHE is taught within the PSHE curriculum. In addition, some aspects will be covered through:

- Our science curriculum
- Computing
- Assemblies
- Stories
- PE in the context of health and hygiene

Statutory requirements

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum.

Curriculum

Statutory Relationships Education and Health Education Curriculum Content

We understand our responsibility to deliver a high-quality, age-appropriate RHE for all our pupils. This policy sets out the framework for this, providing clarity on how it is informed, organised and delivered. Our RHE curriculum is embedded within our PSHE curriculum and is set out on our website.

Relationships Education

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

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

Key objectives of the statutory Relationships Education curriculum for primary schools are outlined below:

Families and people who care for me

Children should know:

- 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

Children 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 physically or verbally aggressive behaviour 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

Children 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 granting in relationships with friends, peers and adults

Online relationships

Children 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

Children 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 and others
- 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

Areas of relationships education are taught within the context of family life, we aim to represent a range of family settings (families can include single parent families, LGBT+ 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).

Health Education

The focus in primary school is on teaching the characteristics of good physical health and mental wellbeing.

Key objectives of the statutory Health Education curriculum for primary schools are outlined below:

Mental Wellbeing

Children should know:

- 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

Children should know:

- 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

Children should know:

- 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

Children should know:

- 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 and alcohol

Children should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Children should know:

- 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

Children should know:

- 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

Children should know:

- 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

Statutory Science Curriculum Content

The Science unit 'Animals Including Humans' includes objectives which may link to health education.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Puberty

As part of statutory Health Education, children are taught in an age appropriate way about puberty. Children in Year 4 are taught to recognise some of the signs and changes that may occur during the onset of puberty. This will prepare them for further lessons on this subject which focus on the physical and emotional changes and menstruation in Year 5.

Sex Education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. Schools are free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we **do not** teach pupils sex education beyond what is required of the science curriculum.

Delivery of Relationships and Health Education

Our RHE programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RHE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use the anatomically correct language we have been taught

Dealing with sensitive issues and difficult questions

It is important that pupils feel able to ask questions and that their questions are valued. Primary-age pupils may ask their teachers or other adults questions which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Careful consideration should be given to how to respond to questions. If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. If necessary, teachers may ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate. It is good practice to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date. All members of staff who deliver our RHE programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. If a teacher has concerns, they will promptly draw these to the attention of our Designated Safeguarding Lead or one of our Child Protection designated officers.

Meeting these objectives requires a graduated, age-appropriate programme. 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) and the potential for discussion on a one-to-one basis or in small groups.

Since RHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important that **all** staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Roles and responsibilities

The head teacher ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The head teacher also monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

The governing body has delegated the approval of this policy to

The planning and delivery is monitored by the senior leadership team and PSHE co-ordinator through, for example, planning scrutiny and lesson observations.

All teachers are responsible for:

- Planning and delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Responding to the needs of individual pupils
- Monitoring progress

Pupils are expected to engage fully in RHE and, when discussing related issues treat others with respect and sensitivity.

Parents

We are committed to working closely with parents and carers and wish to build a positive and supporting relationships through mutual understanding, trust and co-operation. In promoting this we:

- will carry out our statutory duty to consult with parents and governors on the contents of this policy
- provide our curriculum framework setting out the objectives covered in each year group
- provide opportunities for parents to view sample resources used in lessons
- answer any questions that parents may have about RHE
- acknowledge that parents have the right to withdraw their children from the non-statutory components of sex education

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RHE.
- Parents do not have the right to withdraw their children from statutory RHE or the science curriculum.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Equality and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All Relationships Education is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering lessons will not influence the teaching of the subject in school. In our school, we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness.

Newsham Primary School is committed to equality of opportunity in all aspects of school life. In RHE this will include:

- examining and challenging gender stereotyping
- celebrating difference and diversity
- ensuring a programme of Relationships Education that is relevant to all pupils

The School Environment

We will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- ensure that posters and displays use positive images and celebrate difference and diversity
- use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed
- ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff
- ensure that discriminatory behaviour is always challenged in any context
- provide provisions for pubertal girls, including sanitary ware and free sanitary towels

Further policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and child protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy
- Equalities Policy