Relationships and Health Education Policy

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1. Aims

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

- Provide a framework in which sensitive discussions can take place

- To promote mental well-being and healthy bodies and minds

- Prepare pupils for puberty, and give pupils an understanding of the importance of health and hygiene

- Help pupils develop feelings of self-respect, confidence and empathy

- Create a positive culture around issues of relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the 'elements' of sex education contained in the **science curriculum**.

In teaching Relationships and Health Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Pippins we teach relationships and health education as set out in this policy.

This policy and has been written in accordance with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft (2019).

3. Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder – parents/stakeholders sent a copy of the policy and invited to comment

4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships Education at Pippins focuses on the characteristics of positive, healthy relationships with a particular reference to friendships, family relationships (single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers etc.) and relationships with other children and with adults. This includes developing the qualities of kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. These characteristics also apply online and therefore online safety and behaviour is taught.

Relationships Education prepares children for the changes that they will experience through adolescence.

5. Curriculum and Delivery of Relationships Education and Health Education

Relationships Education and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum primarily through the 'Jigsaw' programme of study delivered by class teachers. It takes account of the age, needs and feelings of pupils. If pupils ask questions outside of the scope of this policy, staff will respond in an appropriate manner so they are fully informed and don't seek answers online. Where appropriate staff will inform parents to enable home and school to work together.

Biological aspects of Relationships and Sex Education are taught within the Science curriculum, and other aspects are included in Religious Education (RE), Computing (online safety), Science (healthy bodies and healthy eating) and PE (keeping healthy). Additional resources are used to support the teaching of relationships and health, from www.NSPCC.org.uk , www.thinkuknow.co.uk , www.bettyforschools.co.uk, and other sources.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

> Families and people who care for me

> Caring friendships

> Respectful relationships

> Online relationships

> Being safe

The Jigsaw programme of study

	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing Me
Year 1	Differences make us special and unique	Succeeding in and celebrating challenges	Amazing bodies and staying safe and healthy	Special people	How we have changed since we were babies
Year 2	Differences make us special and unique	Co-operation	Healthy snacks	Conflict and positive problem-solving	Assertiveness

				techniques	
Year 3	How words can affect peoples' feelings and compliments	Evaluating my own learning	Keeping safe	How people around me influence my life	Family stereotypes
Year 4	First impressions and acceptance	Setting new goals and resilience	Peer pressure	Animal rights	Accepting change
Year 5	Direct and indirect bullying	Dreams and goals in different cultures	Body image pressures	Staying safe online	Changes during puberty
Year 6	Difference – a source of conflict or cause for celebration	Making the world a better place	Alcohol	Power and control	Puberty and attraction

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional. Parents will be advised in advance and invited to discuss the content of any planned sessions. They will have the option to opt out of these sessions.

In year 4, girls will participate in a lesson about menstruation.
In upper key stage 2, (years 5 and 6), girls and boys will participate in **separate** lessons about puberty. During these lessons, they will learn about physical and emotional changes in girls and boys (including the sexual organs), how to cope with these changes and boys will be taught about menstruation.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions

- Recognising and assessing potential risks

- Assertiveness

- Seeking help and support when required

- Informed decision-making

- Self-respect and empathy for others

- Recognising and maximising a healthy lifestyle

- Managing conflict

- Discussion and group work

These skills are taught within the context of family life and friendships.
Children are also taught how to deal with issues arising from online/ internet activity.

Physical Health and Mental Wellbeing

At Pippins, we believe that it is important that children recognise the benefits and importance of good physical health and mental wellbeing. We promote daily exercise, good nutrition and sufficient sleep. We encourage children to talk about how they are feeling and judge if their actions are proportionate for the situations that they face. They discuss and participate in activities that promote good physical health and mental wellbeing and are taught the benefits of rationing time spent on electronic devices and online.

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, 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).

5. Roles and responsibilities

5.1 The governing body

The governing body has approved the Relationships and Health Education Policy, and hold the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for ensuring that Relationships and Health Education is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of Relationships and Health Education.

5.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching Relationships and Health Education. Staff who have concerns about teaching Relationships and Health Education are encouraged to discuss this with the headteacher.

5.4 Pupils

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

6. Parents' right to withdraw

Relationships and Health Education is compulsory. The content taught is age and developmentally appropriate and delivered sensitively with respect to the backgrounds and beliefs of pupils and their families. We recognise that they are the first teachers of their children and have significant influence in enabling their children to grow, mature and form healthy relationships.

If a trained health professional will be delivering a stand-alone sex education lesson, parents have the right to withdraw their children from the non-science components of RSE.

The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum.

Alternative work will be given to pupils who are withdrawn from these lessons.

There is no right to withdraw from Relationships Education or Health Education.

7. Training

Staff are trained on the delivery of Relationships and Health Education as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationships and Health Education.

8. Monitoring arrangements

The delivery of relationships and health education is monitored by the Headteacher through: planning scrutinies, learning walks, lesson observations and discussions with staff.

Pupils' development in Relationships and Health Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher, annually. At every review, the policy will be approved by the Governing Body.

Appendix 1

By the end of Primary School, pupils should know:

Families and people who care for me	Pupils 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	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	Pupils should know

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.
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	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.
Mental Wellbeing	Pupils 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	Pupils 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 knowhow 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	Pupils 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	Pupils 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, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention	Pupils 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 immunisation and vaccination
Basic first aid	Pupils 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	Pupils 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.

Equal opportunities

This policy applies to all children regardless of their ethnicity, colour, preferred gender description, ability or disability, English language proficiency, religion, lifestyle or nationality. The accurate match of work to individual and group need is met through effective planning and delivery, based upon assessment and monitoring of progress. All children are challenged through provision, especially 'more-able' pupils. Strategies are used accordingly, such as scaffolding learning, differentiation, e.g. variation in presentation of work or recording, targeted adult support or intervention strategies, mixed ability groups in investigative work which can be beneficial to all learners etc. Vocabulary will be reinforced for all children, in particular EAL pupils, e.g. through displays etc.

Appendix 2: Parent form: withdrawal from sex education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and health education			
Any other information you would like the school to consider			
Parent signature			