



Relationships and Health Education Policy

Date: March 2021

Review: March 2022

Aims of the Policy

From September 2020, all primary schools are required by the government to teach Relationships and Health Education. Relationships education is designed to help children live safe and positive lives, with happy and healthy relationships with the people in their world.

Health education enables children to make sensible choices about their health and wellbeing, and enable them to know how to seek support if any health issues arise with themselves and others.

Health and Relationships education also covers Sex Education, of which the details of our curriculum are outlined below. The teaching of Sex Education within primary schools remains non-statutory, and so any teaching within this would be in prior consultation with parents or carers, with the exemption of elements contained within the Science National Curriculum. Other related topics, such as the menstrual cycle, also fall within the PSHE curriculum, known as 'Wellbeing' at Woodlands Primary School.

Within the statutory guidance, the Department for Education encourages schools to deliver additional context to suit the needs of the pupils they teach.

"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. Many schools do choose to do this, although this is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical developments effectively. This should ensure that 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."

A summary of the key objectives of the statutory Relationships Education curriculum is set out 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

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 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

Rationale

Woodlands Primary School provides a comprehensive Wellbeing curriculum, focused on both statutory requirements, but also what our pupils needs. This is split into 4 categories;

- Mentally Healthy;
- Physically Healthy;
- Woodlands Citizens;
- Relationships.

Coverage within the four elements of the wellbeing curriculum are as follows:

Mentally Healthy	Woodlands Citizens	Physically Healthy	Relationships
Emotional Regulation	Character	Drugs, Alcohol and Tobacco	Families
Cognitive Science	Our community	Puberty	Bullying and Conflict
Responsibility and Identity	Helping Others	Healthy Eating	Tolerance
Kindness	Careers and Aspiration	Keeping Safe	Self-Respect

This is delivered by class teachers from 2FEL – Year 6, and is planned and co-ordinated by the Personal Development Lead.

Teachers spend time each week, based on carefully planned curriculum which sequences key knowledge over time, to build up life skills, and use scenarios to put these into context. Each KS2 year group also engages in further relationships work, during 'growing up' week, which looks in further detail at key areas of the Wellbeing curriculum which are as follows:

- **Y1** children will learn about good hygiene and handwashing, including how germs spread.
- **Y2** children will learn about what is private, and what is not, in relation to their bodies, including the names of body parts;
- **Y3 and Y4** will be identifying and labelling different body parts, and the major reproductive organs for both genders. There will also be discussions in Y4 about how we might feel when we approach puberty (for example, a change in emotion).
- **Y5 and Y6** will be learning about how the body will change through puberty, and what this means for them including hygiene.

For further details, and the full Wellbeing curriculum, please see the 'Inclusive Citizens' document on our website, or request this from the school office.

Parent Opt-Out

Because all the teaching within the curriculum Wellbeing framework is statutory, pupils cannot opt out of these sessions.

Any future reviews around the teaching of sex education can mean that parents can request for their children not to participate in sessions, by writing a letter to the Head teacher explaining that they wish this to happen.

Any changes of the current curriculum will be shared with parents, and parents will be invited to comment on this before the actual teaching will occur with children.

Safeguarding and Relationships and Health Education

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the headteacher and deputy head, the designated safeguarding lead and child protection officer within the school. The headteacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy).

We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSE and Health Education. Such visits should be arranged through the Personal Development Lead and with the approval of senior leaders. These sessions are in addition to, and intended to complement, our existing RSE provision. Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

The Equalities Act and Relationships and Health Education

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 RSE 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 RSE 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 will 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 will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Further Information

Should you need any further information, you should speak to one of the following:

Personal Development Lead: Katie Hall, Deputy Headteacher

Safeguarding Lead: Wendy Scott, Deputy Headteacher

Headteacher and Overall Strategic Lead: Lauren Johnstone