

FLUSHING C of E Primary School

Relationships and Health Education Policy

1. Rationale

We distinguish Relationships and Health Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up and puberty. Sex Education is also covered in Relationships Education as well as aspects of sex education being covered in the National curriculum: Science programmes of study (see appendix 1). Sex education is defined in this policy as, preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

Relationships and Health Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Health Education is therefore a tool to safeguard children. Relationships and Health Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Aspects of Relationships and Health Education are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. This way the children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Relationships Education and Ofsted

The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

The 2019 Ofsted framework also states:

Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being.

Moral and Values Framework

The Relationships and Health Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The Relationships and Health Education Policy will complement the Religious Education Policy of our school and the RE scheme of work. All of our policies and schemes of work uphold the British Values of tolerance and respect.

2. Statutory requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a maintained primary school, we must provide Relationships and Health Education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the National curriculum: Science programmes of study. Our school also delivers sex education

as part of Relationships and Health Education. Parents can withdraw their child from sex education Year 5/6 lessons. We inform parents of the content of the lessons during the Summer term that they are delivered.

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 Flushing C of E Primary School, we teach Relationships Education as set out in this policy.

3. Aim and outcomes

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships and Health Education.

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

- o Develop confidence in talking, listening and thinking about feelings and relationships;
- o Teach pupils the correct vocabulary to describe themselves and their bodies;
- o Be prepared for puberty and understand the basic changes that happen during puberty;
- o Understand how to keep their bodies healthy and clean;
- o Understand how to keep themselves and their bodies safe;
- o Help pupils develop feelings of self-respect, resilience, confidence and empathy;
- o Help pupils recognise healthy friendships;
- o Provide a safe environment in which sensitive discussions can take place;
- o Foster respect for the views of other people;
- o Develop skills to negotiate life's challenges, opportunities, and risks.

The outcomes of Relationships and Health Education at our school is to:

- o Ensure our children are safe, happy and resilient learners who endeavour to show kindness, trust and compassion to others and themselves.
- o Ensure the knowledge, skills and attributes taught within our curriculum have a positive impact in improving emotional wellbeing, academic attainment and preparation for adulthood.

5. Equal Opportunities

Our school believes that Relationships and Health Education should meet the needs of all pupils. Our school is committed to the provision of Relationships and Health Education to all pupils and the differing needs of boys and girls. In some lessons in Key Stage 2, boys and girls will be taught separately when covering topics such as body changes and conception. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships and Health Education, equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support. The planning and organisation of teaching strategies will be consistently reviewed e.g. through consultation with teachers.

6. Delivery of RSE: Content, delivery and training

Intent

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

Relationships and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum. Our school uses the Brook Cornwall curriculum to deliver PSHE and Relationships and Health Education. Relationships and Health Education complement several national curriculum subjects (see section 8 for details). Biological aspects of Relationships and Health Education are taught within the science curriculum, and other aspects are also included in health education.

Relationships and Health Education is covered throughout the academic year as part of PSHE lessons. Many aspects like keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, families and people who care for me, are taught throughout the school year to ensure a consistent spiraling approach to keeping safe.

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

- o Families and people who care for me

- o Caring friendships

- o Respectful relationships

- o Online relationships

- o Being safe

The above points are covered in an age appropriate way from Year 1 to Year 6. 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).

The changing adolescent body (puberty) is covered in year 5/6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum.

Sex education is covered in year 5/6 only. These lessons will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

Implementation

Relationships and Health Education will be delivered by a member of school staff, usually the child's class teacher. We would never use supply staff to cover sensitive lessons, such as body changes or conception.

Relationships and Health Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for certain topics to be covered in single sex groups.

Relationships Education will be assessed as part of the wider PSHE curriculum. Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. 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 a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules')

- o No-one (teacher or pupil) will have to answer a personal question
- o No-one will be forced to take part in a discussion
- o Only correct/agreed names for body parts will be used
- o Meanings of words will be explained in a sensible and factual way
- o The use of a question box may help to lessen embarrassment of asking questions
- o Teachers may use their discretion in responding to questions and may say (for example):

- The appropriate person to answer that question is your parent
- The question can be discussed one to one after class
- The topic will be covered at a later stage in their Relationships Education

7. Curriculum links

Relationships and Health Education complement several national curriculum subjects. Therefore, our school seeks opportunities to draw links between Relationships and Health Education and other national curriculum subjects wherever possible to enhance pupils' learning. There continues to be no right of withdrawal from any part of the national curriculum.

Relationship and Health Education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty. Pupils learn what constitutes a healthy diet.
- **Computing and ICT** – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles. Pupils learn the mental and physical benefits of an active lifestyle.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions. Pupils are encouraged to support charity fundraising through school events and promote active citizenship through making class rules and school council meetings.

9. Safeguarding

With respect to disclosures and child protection procedures, staff will follow the school's child protection policy. The Designated Safeguarding Lead and deputies (DSL) are known by all staff and visitors. Posters are displayed in school giving this information and visitors are given an information sheet detailing this information. There is a clear policy detailing the procedures for reporting any issues that staff/visitors are concerned about (See Safeguarding Policy)

Staff will also be referred to the:

DfE's 2021 document on 'Keeping children safe in education' - statutory guidance for schools and colleges

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children 2018 <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

10. The school encourages parents to discuss Relationships and Health Education with the headteacher, PSHE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

We will provide support and links for parents to age appropriate resources if they want to follow up on the material delivered in school.

Right to withdraw

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons. Parents also cannot withdraw their children from the statutory Science National Curriculum.

Parents have the right to withdraw their children from the non-statutory components of sex education (taught in year 5/6 only). Requests for withdrawal from these lessons should be put in writing and addressed to the headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings and the internet. These sources of information are open to incorrect and unreliable information and can expose children to information which is not appropriate for their age.

11. Roles and responsibilities

The governing body:

The governing body will approve the Relationships and Health Education policy and hold the Headteacher to account for its implementation. We have a named governor who has responsibility for PHSE and RHE.

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-statutory components of Relationships Education (see appendix 1).

Staff:

Staff are responsible for:

- o Delivering Relationships and Health Education in a sensitive way

- o Modelling positive attitudes to Relationships and Health Education

- o Monitoring progress

- o 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, who will support them through offering demonstration lessons or team-teaching lessons.

Pupils:

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

Signed _____

Date _____