

Relationships and Health Education Policy



Policy Monitoring

Core Policy Information						
Policy Title		Relationships and Health Education Policy				
ID	T01	Area	Teaching			
Development Status		Implementing				
Development		This policy follows the national guidelines.				
Legal Basis		Statutory				
Legal Guidance						
RACI						
RACI		Position		Name		
Responsible		PSHE Lead		Gaby Robinson-Wright		
Accountable		Head Teacher		Andrew Jolley		
Consulted		All employees and governors				
Consultation Details		Added to website in draft form in Summer Term 2021 – staff and parents invited to comment				
Informed		Whole School Community				
Informed Details		Newsletter used to inform whole school community about the policy and consultation period				
Review and Ratification						
Review		Frequency		Latest Review	Next Planned Review	
Review Cycle		Every three years		Spring 21	Summer Term 24	
Governor Oversight		Leadership		Latest Approval Date:		
		N/A		Noted	Ratified	Approved
Governing Body					✓	
Senior Leadership				✓		
Approval Level		Full Governing Body				
Approval delegated to		Not Applicable				
Storage and Communication						

Policy Links

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

- Learning and Teaching
- Assessment for learning policy
- Health and Safety
- Special Educational Needs policy
- Quality Assurance policy
- PSHE policy

Statutory Instruments

[The National Curriculum 2014](#)

School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

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Introduction

1.1. *Policy Statement*

Relationships Education in primary schools gives pupils the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online. Their learning will cover how to treat each other with kindness, consideration and respect.

Health Education enables children to make positive decisions about their health and wellbeing, to recognise issues in themselves and others, and to seek support as and when appropriate.

Effective Relationships and Health Education (RHE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

1. Aims and Objectives

This policy is a working document, which provides guidance and information on all aspects of RHE in the school for staff, parents/carers and governors. It is available to all of these groups on request.

The aim of Relationships and Health Education is to help and support young people through their physical, emotional, mental and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

At Chesswood, Relationships Education will cover the following topics and objectives:

- Families and people who care for me
 - The importance of family and its ability to provide love, security and stability;
 - The characteristics of healthy family life: stability, protection, care, spending time together;
 - Learning that families come in all shapes and sizes and we should respect them all;
 - Family commitment, including (but not exclusive to) marriage;
 - How a baby is conceived and born.
- Caring friendships:
 - The importance of friendships – how they can make us feel happy and secure;
 - The characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and support with problems;

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- Learning that friendships should be positive and welcoming and what to do if a friendship makes them feel unhappy, uncomfortable or unsafe;
- Managing conflict fairly and respectfully.
- Respectful relationships:
 - The importance of respecting others, even when we have different beliefs, and practical steps to support/improve respectful relationships;
 - Conventions of courtesy and manners;
 - Respect, including self-respect, respect given and expected with peers, adults and those in authority;
 - Different types of bullying and its impact, bystanders, how to get help;
 - Gender roles; equality; stereotypes and how they are unfair, negative and destructive;
 - The inclusion of LGBT+ relationships, not as a separate unit, but integrated into understanding healthy, happy relationships and families;
 - The importance of permission/consent: seeking and giving in all types of relationship;
 - Addressing cultures of sexual harassment; that sexual harassment is always wrong;
 - Understanding relationships, puberty, reproduction, emotions and differences.
- Online relationships:
 - Understanding that people can behave differently online, sometimes pretending to be someone they are not;
 - How to use the same principles as in face-to-face relationships, e.g. respect;
 - How to keep safe online – recognising risks, harmful content and contact, how to report something untoward;
 - How to critically consider online friendships and sources of information, including the awareness of risks associated with people they have never met;
 - How information and data is shared and used online.
- Being safe
 - Understanding what appropriate boundaries are in friendships;
 - The concept of privacy and implications of keeping secrets – knowing when some secrets are unsafe and who/how to approach if something does not feel right;

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- Understanding that each person's body belongs to them; what contact is appropriate or not;
- How to respond safely and appropriately to unfamiliar adults they may encounter (including online);
- How to recognise and report feelings of being unsafe or uncomfortable with an adult;
- How and where to seek advice for themselves or others, whether at home or school;
- How to report concerns or abuse – the vocabulary and confidence needed.

At Chesswood, Health Education will cover the following topics and objectives:

- Mental wellbeing
 - Mental health and wellbeing are as important as physical health and the benefits are mutual;
 - It is common for people to experience problems, which can be helped with the right support;
 - Learning self-care techniques including rest, family, friends, hobbies;
 - How to recognise and talk about emotions, especially those out of our normal range – the vocabulary needed;
 - What to do if they feel isolated or lonely and how to seek help;
 - How to judge what they are feeling and if they are behaving/reacting appropriately;
 - Bullying (including cyberbullying) and its impact on mental health;
 - Where and how to seek support (including recognising triggers) – who in school to talk to, for themselves or someone else.
- Internet safety and harms
 - Understanding that the Internet is important in modern lives and has many benefits, but it can also be a negative place – online abuse, trolling, bullying, harassment – and have a negative impact on mental health;
 - Recognising the benefits of rationing our time spent online; risks of excessive use; impact of positive and negative content and the impact on mental wellbeing;
 - How to behave online: the importance of keeping personal information private; the

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effects of online actions on others;

- Why some social media and games have age restrictions;
- How to accurately judge information online, knowing that information from search engines can be ranked, selected and targeted.
- Physical health and fitness
 - Understanding the characteristics and mental/physical benefits of an active lifestyle;
 - Understanding the risks associated with inactivity (including obesity);
 - Knowing who to speak to if they are worried about their health.
- Healthy eating
 - Knowing what is a healthy diet, including knowledge of calories and nutritional content in foods;
 - The ability to plan and prepare a range of healthy meals;
 - Understanding what constitutes a poor diet and the resulting risks, including obesity, tooth decay, problems with alcohol.
- Drugs, alcohol and tobacco
 - The facts about legal and illegal harmful substances and the risks involved.
- Health and prevention
 - Sun safety
 - The importance of sleep
 - Dental health and hygiene
 - Personal hygiene and germs, including bacteria, viruses and how to wash hands properly and thoroughly;
 - The facts and science around allergies, immunisation and vaccination.
- Basic first aid
 - How to call 999
 - The concepts of basic first aid, such as head injuries.
- The changing adolescent body
 - Key facts about puberty and adolescent changes between the ages of 9 and 11, including when puberty may start to happen; any physical and emotional changes; first bras and how when children start wearing bras, what is not appropriate

- Menstrual wellbeing; the key facts about the menstrual cycle; the range of menstrual products available, including eco-friendly, sustainable products; looking at the effects on the environment of non-eco products.

2. Moral and Values Framework

The RHE programme at Chesswood Junior School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, school and wider community, including the Environment.

3. Equal Opportunities Statement

The school is committed to the provision of RHE to all of its pupils. Our programme aims to be positively inclusive in terms of diversity of children's cultures, faiths, family backgrounds, gender, ethnicity, developing sexual orientation or disability. Time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from the SEN team. This policy has due regard to the school's equal opportunities policy. Particular consideration is given to the issues of sexual stereotyping including what language is and is not appropriate to use.

4. Sex Education Guidance

4.1. KS2

- The Department for Education recommends that all primary schools should have a sex education programme, within the RHE programme, tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.
- All children need to know about puberty before they experience the onset of physical changes. In the lower phase (Y5), education about relationships needs to focus on friendship, bullying and the building of self-esteem.
- Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching methods will take account of the developmental differences of children and the potential for discussion on a one to-one basis or in small groups. We have guidance for

establishing what is appropriate and inappropriate in a whole-class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

- It is important that the transition year, before moving to Key Stage 3 Y7, supports pupils' ongoing emotional and physical development effectively as they transfer to secondary school. As well as consulting parents more generally about the school's overall policy, we consult with parents before the transition year about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.
- We have clear parameters on what children will be taught in the transition year before moving to secondary school. This includes:
 - changes in the body related to puberty, such as periods and voice breaking;
 - when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these;
 - and how a baby is conceived and born.

In key stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own wellbeing and the wellbeing of others. Life processes are discussed, including the physical changes that take place at puberty, why they happen and how to manage them.

Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils must be represented in the images used. The range of material used is available to parents/carers and informative books are available to children in the library.

5. Specific Issues within sex education

5.1. *Withdrawal*

Parents do not have the right to withdraw their children from Relationships and Health Education, but they do have the right to withdraw children from all or part of the sex education provided at school except for those parts included in statutory National Curriculum (2014). Parents will be informed in writing approximately one half-term in advance of the sex education syllabus. Those parents wishing to exercise this right are invited in to see the Class Teacher (or Year Leader or Head Teacher if required), who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the sex education programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home.

5.2. Confidentiality

Generally, a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, the teacher must discuss it with the designated safeguarding leader who may confer with the head teacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher or other appropriate adult throughout the process.

5.3. Child Protection

The school has a separate Child Protection Policy. Effective RHE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

5.4. Controversial and Sensitive Issues

Staff are aware that views around sex education are varied. However, while personal views are respected, all RHE is 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 other differing opinions.

If a child is distressed about their own sexual development, the teacher should consult with the pastoral leader and the child's parents.

5.5. Sexual Identity and Sexual Orientation

Chesswood Junior School believes that RHE should meet the needs and be relevant to all pupils regardless of their developing sexuality. Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

5.6. Dissemination

A copy of the RHE policy is available to all staff members and governors within school system and on school website. In advance of teaching, teachers will review policy and curriculum content ensuring they align their practice to requirements. Copies are available from the school website for parents and on request a hard copy will be made available. A short summary of the policy is included in the school prospectus.

6. Working With Parents

Research undertaken by the PSHE association (2014) suggests that many children and young people want to receive their initial sex education from their parents and families, with school and other adults building on this later. Their research states that many parents find it difficult to talk to their children about sex and relationships.

6.1. *Why parents are so important*

Parents are the key people in:

- teaching their children about sex and relationships;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up;
- preparing them for the challenges and responsibilities that sexual maturity brings.

Parents may need support in:

- helping their children learn the correct names of the body;
- talking with their children about feelings and relationships;
- answering questions about growing up, having babies, feeling attraction.

6.2. *Supporting and consulting parents*

The role of parents as sex educators is emphasised in the Home Office strategy, “Supporting Families”, as is their need for support from professionals. The Teenage Pregnancy report also recommends that parents are given more help to talk to their children about sex and relationships.

We will work in partnership with parents, consulting them on the content of sex education programmes. Parents need to know that the school’s sex education programme will complement and support their role as parents and that they can be actively involved in the determination of the school’s policy.

6.3. *Parents who withdraw their children*

Parents do not have the right to withdraw their children from Relationships and Health Education, but they do have the right to withdraw children from all or part of the sex education provided at school except for those parts included in statutory 2014 National Curriculum (Science). Alternative arrangements will be made in such cases. A letter with appropriate links to our website, with resources for parents to address puberty and sex education, will be made available.

7. Organisation and Content

RHE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social and Health Education (PSHE), science and English. At Chesswood, the main content is delivered in PSHE lessons:

Year 5 – Spring Term

Year 6 – Autumn Term and Summer Term

Sex education is usually delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Class teachers must be

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familiar with the full content of this policy.

Occasionally, appropriate and suitably experienced and knowledgeable visitors from outside school may be invited to contribute to the delivery of sex education in school (eg School nurse, midwife). Chesswood has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RHE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

The Department for Education's guidance on Relationships Education, Relationships and Sex Education and Health Education (2019) states 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.'

Sex education at Chesswood Junior School must:

- take place in an atmosphere where questions on sexual matters can be asked and answered without embarrassment on either side;
- provide acceptable scientific vocabulary for all parts of the body;
- counteract myths and folklore - whether from adults, their peers in the playground, or social media;
- help children understand the nature and wonder of human reproduction;
- help children appreciate the value of family life;
- help children understand that they have rights and should have control over who touches their body and how it is touched;
- raise the awareness of the danger of going with strangers, and to develop strategies for avoiding this;
- prepare children for the changes of puberty, both physically and emotionally, particularly when these changes come earlier or later than the "norm";

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- develop communication skills in personal relationships;
- develop an acceptance, respect and dignity for their sexuality and for that of others;
- help parents understand the nature of sex education in school and to develop their own skills as sex educators, so that school and home can work together.

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Year	Main Themes	Main Resources
5	<p>(1) Life cycles of animals, including humans:</p> <p>(a) Growing - babies grow and develop, and so do children at puberty.</p> <p>(b) Someone New - the growth of the baby inside the womb and its birth.</p> <p>(c) Life Begins - Puberty, menstruation.</p> <p>(2) Girls only will be given details of coping with periods, sanitary protection and hygiene, who to see for help in school, how to be excused from classes, etc.</p> <p>(3) Appropriate touching.</p>	<p>Y:\Teaching & Learning\Subjects\Curriculum\Current Curriculum\Curriculum Medium Term Overviews\PSHE Curriculum MT overview LATEST.docx</p>
6	<p>(a) Puberty, adolescence and conception.</p> <p>(b) Linking sex and relationship education with issues of peer pressure.</p> <p>(c) Different relationships such as friendships and family relationships and responsibilities linked with these.</p> <p>(d) Puberty and adolescence including personal hygiene.</p> <p>(e) Ensure young people understand how the law applies to sexual relationships including appropriate and inappropriate touching.</p> <p>(f) Preparing children for transition – self-confidence and identity.</p> <p>(g) Stereotypes and prejudices including homophobia – let's tackle it!</p>	<p>Y:\Teaching & Learning\Subjects\Curriculum\Current Curriculum\Curriculum Medium Term Overviews\PSHE Curriculum MT overview LATEST.docx</p> <p>Local Health Professional or Midwife</p>

8. Teaching Strategies

It is essential that schools can help children and young people develop confidence in talking, listening and thinking about sex and relationships. Partnership between school and parents is the key to success.

There are a number of teaching strategies that can help this, including:

- establishing ground rules with their pupils;
- using 'distancing' techniques;
- knowing how to deal with unexpected questions or comments from pupils;
- using discussion and project learning methods and appropriate materials; and encouraging reflection.

Some teachers will need training and support, perhaps by team teaching or by inviting visitors from outside services or agencies.

8.1. *Ground rules*

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules should be developed at the beginning of the topic with the class.

For example:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.

8.2. *Distancing techniques*

Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role play can be used to help pupils 'act out' situations. Case studies with invented characters and use of appropriate videos can help pupils discuss sensitive issues and develop their decision-making skills in a safe environment. Some of these methods are listed below under discussion and project learning.

8.3. *Dealing with questions*

Both formal and informal sex education arising from pupils' questions are answered according to the age and maturity of the pupil 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 Designated Safeguarding Leader if they are concerned.

If an individual child appears to be too knowing for their age about sexual behaviour, consult with the designated member of staff who has responsibility for safeguarding.

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules and having a question box should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a parent, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later appropriately;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.
- To maintain trust and respect the teacher must remember to talk with the pupil later; and if a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

8.4. *Discussion and project learning*

Research into what makes sex and relationship education effective shows that discussion and project learning encourages learning and is enjoyed by pupils.

Pupils take part in a structured activity in which they can:

- draw on previous knowledge to develop more understanding;
- practise their social and personal skills;
- consider their beliefs and attitudes about different topics; reflect on their new learning; and plan and shape future action.

Active learning is most effective when pupils are working in groups. Methods include discussion

techniques such as the use of circle time in primary schools, case studies and project work.

Teachers should also assess the usefulness of providing factual information in written form for young people to keep for future reference.

8.5. Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions, for example:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or beliefs from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

9. Quality Assurance

In line with quality assurance work in other curriculum areas, the following quality assurance work will be undertaken periodically:

- Lesson Observation
- Planning Scrutiny
- Work Scrutiny
- Pupil Interviews

10. Policy Links

This policy should be read in conjunction with the following school policies –

PSHE policy,

Anti-Bullying Policy,

Drug Education Policy,

Child Protection Policy

Promoting Race Equality document.

11. Statutory Instrument

All schools except maintained nursery schools

The Education Act 1996: Section 404

12. References

National Curriculum

Relationships Education, Relationships and Sex Education (RSE) and Health Education

DFE (2020)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

PSHE Association

<https://www.pshe-association.org.uk/content/three-steps-rshe-success-plan-your-relationships#Target2>

Sex Education Forum (2014). *Working together for quality sex and relationships education*.

Available at: <http://www.sexeducationforum.org.uk/home.aspx> (Accessed 21 January 2016).

The Education Act (2002). *Education Act 2002*. Available at:

<http://www.legislation.gov.uk/ukpga/2002/32/contents> (Accesses 21 January 2016).