

Relationships Education and Health Education Policy

1. Aims

This policy aims to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Help pupils to recognise and develop positive and respectful relationships, focusing on family and friendships
- Provide pupils with the knowledge to keep themselves safe, particularly online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Respect the diverse backgrounds and beliefs of our pupils and families

2. Legislation and statutory requirements

At Greenbank Primary we teach Relationships Education as set out in this policy.

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 Sex Education, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy Development

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

1. Review – the PSHE Lead teacher and the Wellbeing and Health Strategic Lead pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – school staff were given the opportunity to look at the policy and curriculum content and make recommendations.
3. Parent consultation – parent representatives of different faiths, cultures and age/gender of children were invited to look at the proposed curriculum and to share their views.
4. Ratification – once amendments were made, the policy was shared with Governor Body's Curriculum and Policy Committee and ratified.

4. Definition

Relationships Education is about the emotional, social and cultural development of pupils. Relationships Education taught alongside Health Education teaches pupils the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Relationships Education helps pupils to develop the capacity to make sound decisions when facing risks and challenges in their relationships and friendships, both in real life and online.

5. Curriculum

5.1 Relationships and Health Education

Our curriculum has been designed to enable our pupils to meet the end of primary school learning outcomes as specified by the Department for Education (Appendix 1).

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

At Greenbank Relationships Education is taught within the Personal, Social, Health and Economic Education (PSHE) curriculum and alongside Health Education.

This curriculum will be taught to the whole age phase at Greenbank from Nursery through to Year 6. The curriculum map for each year group will be posted on the school website.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships. The key learning objectives for the subject come under one of the five categories below:

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

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).

Health Education will be taught alongside Relationships Education and the content will be based on the end of primary school learning outcomes as specified by the Department for Education (Appendix 2). The key learning objectives for Health Education come under one of the eight categories below:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' unit and through a Puberty (body changes) workshop provided by Brook in Year 5 and Year 6.

5.2 Sex Education

The teaching of Sex Education at primary school is not a statutory requirement.

Sex Education will be taught at Greenbank in the Summer Term of Year 6.

Parents have the right to request that their child be withdrawn from some or all of sex education lessons that are taught outside the science curriculum.

The school will inform parents of this right by letter in the Summer Term before this workshop commences.

Requests for withdrawal should be put in writing using the form provided in Appendix 3 and should be addressed to the Headteacher. Alternative activities will be provided for pupils who are withdrawn from sex education.

These lessons will be delivered by an outside provider, Brook, with a Greenbank teacher present. Pupils will be split into gender groups for these lessons.

The lessons will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born.

6. Delivery of Relationships Education

6.1 Whole School Approach

The statutory Relationships Education and Health Education will be taught within the wider Personal, Social, Health and Economic (PSHE) education programme and some of the content will be covered within our Philosophy for Children lessons (P4C).

We use a programme called Jigsaw to teach PSHE across the whole school from Nursery to Year 6 and this encompasses all the statutory learning outcomes for Relationships and Health Education.

We allocate approximately 1 hour to PSHE each week and these lessons are delivered by a class teacher.

The whole school follows the same yearly structure, following one of the six learning themes each half term. Whilst the whole school are following each theme at the same time the objectives vary and the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

Term	Puzzle (Unit)	Content
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

As noted in the section above Sex Education lessons will only be offered to Year 6 pupils and parents have the right to withdraw their child from these lessons.

6.2 Pupils with Special Educational Needs and Disabilities (SEND)

Teachers must ensure Relationships Education and Health Education is accessible for all pupils. High quality teaching that is differentiated and personalized will be the starting point to ensure accessibility.

When designing and teaching lessons, teachers must show awareness of the social, emotional and mental health needs and learning needs of individual pupils. The content and teaching will be tailored to match the specific needs of pupils with SEND to ensure teaching is not only age-appropriate, but developmentally appropriate too.

6.3 Working with External Agencies

On occasions external agencies may be invited in to enhance the delivery of these subjects. Greenbank School is responsible for checking the visitor and visiting agencies' credentials. The PSHE Lead teacher and the Wellbeing and Health Strategic Lead should ensure the teaching delivered by the visitor fits with our planned programme and published policy. The detail and content of the lesson will be discussed prior to the lesson to ensure it is age-appropriate and accessible for the pupils.

External agencies and other visitors must also be informed prior to the lesson how a safeguarding report should be dealt with. A member of Greenbank staff who is familiar to the children should always be present when lessons are being taught by external agencies.

7. Equality

Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At Greenbank Primary School, we promote respect for all and value every individual child striving to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnicity, religion, gender or sexual orientation. We recognise that Relationships, Health and Sex Education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes. Through the teaching of this curriculum children will be made aware of the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

Staff at Greenbank will be alert to the issues of sexism, misogyny, homophobia and gender stereotypes and will take positive action to build a culture where they are not tolerated, and any occurrences are identified and tackled.

8. Roles and responsibilities

8.1 The Governing Body

The Governing Body has delegated the approval of the Relationships and Education policy to the Curriculum and Policy Committee who will review this policy annually.

8.2 The Headteacher

The headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

8.3 Staff

All Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils including those with SEND
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Relationships Education.

Teachers are responsible for:

- Delivering Relationships Education in accordance with school policy and in-line with the Scheme of Work which has been determined by the PSHE Lead
- Monitoring progress of pupils' learning in this subject
- Responding to the needs of individual pupils including those with SEND by adapting and differentiating the work planned

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

8.4 Pupils

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

9. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from Relationships Education.

Parents **do have** the right to withdraw their children from the non-statutory/non-science components of Sex Education within Relationships Education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

"Headteachers will automatically grant a request to withdraw a pupil from any Sex Education delivered in primary schools, other than as part of the science curriculum." DfE Relationships Education, Relationship and Sex Education and Health Education, Statutory Guidance 2019

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

10. Training

Staff are trained on the delivery of Relationships 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, sexual health professionals and other professionals who work in the field of pupil wellbeing to provide support and training, and to ensure the staff maintain an up-to-date knowledge of developments in the subject.

11. Monitoring arrangements

The delivery of Relationships Education is monitored by the PSHE Lead teacher and the Wellbeing Strategic Lead through:

- Book scrutinies
- Planning scrutinies
- Learning walks
- Staff consultations
- Pupil Interviews

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

This policy will be reviewed by PSHE Lead teacher, and Wellbeing Strategic Lead, annually. At every review, the policy will be approved by the Governing Body and the Headteacher.

The Headteacher and the Curriculum and Policy Committee of the Governing Body will monitor this policy on an annual basis, giving serious consideration to any comments from parents about the PSHE/ Relationships programme. Amendments will be made to the policy if deemed necessary and reported by the Committee to the full Governing Body.

Appendix 1: Relationships Education - Department for Education Expectations

By the end of Year 6 what primary school pupils should know:

Topic	Pupils Should Know
Families and people who care about me	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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.

Topic	Pupils Should Know
Respectful relationships	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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

Appendix 2: Relationships Education - Department for Education Expectations

By the end of Year 6 what primary school pupils should know:

Topic	Pupils Should Know
Mental wellbeing	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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.

Topic	Pupils Should Know
Physical health and fitness	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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.

Appendix 3: Parent Form to request withdrawal from Sex Education lessons

To Be Completed by Parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To Be Completed by The School	
Agreed actions from discussion with parents	

Version Control

Review cycle: Yearly basis or in the light of any relevant legislative changes or updated guidance

Next Review Date: Spring Term 2023

LCC Version	Date Amended	Amends/Actions	Date Adopted
	28/02/2022	Applied style formatting	Spring Term 2022