

# Relationship and Health Education Policy

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Whole School

# **Relationship and Health Education Policy**

## **Rationale and Ethos.**

This policy is a working document, which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors.

At Great Bridge Primary, Relationship and Health Education is taught within a broader, carefully planned Personal, Social, Health and Economic curriculum (PSHE), it aims to gradually and appropriately prepare children for adult life, and ensuring the development of the personal skills needed by pupils if they are to establish and maintain relationships both now and in their future. The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing. The curriculum, reflecting local needs, is also designed to build students understanding of how to keep themselves safe both now and in the future. The curriculum encourages students to develop their own ideas, opinions and beliefs whilst providing them with a safe place to discuss new ideas and concepts at an age and developmentally appropriate time.

The biological aspects (reproduction not conception) of RSE are taught within the Science curriculum, where there is no parental right to withdraw.

The changes experienced during puberty are taught in year 5 with the support of Sandwell school nurse team. Parents are offered consultation so they are aware of what is being taught.

Other elements of the curriculum are addressed through weekly PSHE lessons and assemblies.

We believe Relationship and Health Education (RHE) is a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, providing them with the skills and knowledge to prepare them for decisions that they make throughout their lives. Relationship and Health education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

RHE at Great Bridge Primary, lays the foundations for factual knowledge and the more sexually explicit information required by young people in later years (secondary education). Effective RHE, set with PSHE lessons, encourages children to reflect upon and to develop their own values, attitudes, personal and social skills including awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers and increase their knowledge and understanding, so that they are able to make informed decisions and life choices both now and in the future. This includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing positive mental health and emotional well-being and develop the skills to be digitally safe.

RHE, as taught at Great Bridge Primary, does not encourage sexual experimentation, the taking away of a child's innocence, over-ruling the wishes or rights of parents or imposing ideas onto young people.

RHE is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It is important for our pupils and our schools to ensure students can reflect upon their own beliefs, values and ideas in an age and developmentally appropriate way and to develop an understanding of other's ideas, beliefs and values.

Great Bridge Primary recognises that effective RHE is dependent upon partnerships at many levels; this includes between ourselves and parents, carers and guardians; children; the local authority including Public Health and health professionals; local faith communities and (where relevant) West Midlands Police and the voluntary sector.

All those who teach aspects of RHE within school, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community.

The outcomes, intentions and values underpinning Relationship and Health Education are

- To provide the knowledge, information and skills (at an age-appropriate time) to which all pupils are entitled to ensure that they are able to make informed decisions grounded in self-respect, confidence and empathy towards others.
- To clarify/reinforce existing knowledge and where arising, to dispel myths and misinformation by providing factually accurate and age-appropriate knowledge.
- To provide students with the opportunity to ask questions (in a way that they are comfortable doing), express emotions and opinions and discuss issues openly and without embarrassment. This includes developing empathy to other's ideas and listen sensitively to other's opinions and ideas.
- To raise pupils' self-esteem, mental health and emotional wellbeing, including self-confidence and resilience, especially in their relationships with others; to learn to manage emotions and relationships in a confident and sensitive manner.
- To help pupils develop skills (including language development associated with RSE at an age appropriate time, decision making, choice, assertiveness) and making the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others for who they are, not for what they have or what they can do.
- To help gain access to reliable and accurate information and support, including within the school, family, wider community and online.
- To develop skills for a healthy, safer lifestyle including the role of the family, stable and loving relationships, love, honesty, respect and care.
- To recognise and avoid exploitation and abuse including knowing what is and is not illegal in matters relating to sexual activity (in an age appropriate and sensitive way which does not instil fear in children).
- To develop and use communication and assertiveness skills to cope and make informed decisions and recognising the influences of their peers, the media including the internet and other influences.
- To value and respect difference and commonly held beliefs, in people's religion, culture, sexual orientation, physical and mental ability and social background whilst being mindful of the influences of the media, stereotypes and discrimination and being sensitive to the needs of culture, religion and British Values.
- To respect and care for their bodies including body autonomy and the importance of consent.
- To be prepared for puberty and adulthood including learning and understanding of physical development, reproduction and associated emotional changes in an age appropriate manner.
- Able to make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of Relationship and Health education in this school. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

## **Equal Opportunities Statement**

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. Wherever possible, teaching of the curriculum will be in line with the protected characteristics defined in the Equality Act 2010.

## **Roles and Responsibilities.**

Those involved in the development of this policy include:

The Headteacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school.
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
Senior Mental Health Lead	Ensuring the policy supports and promotes good mental health and well being for all children.
PSHE Co-ordinator / Lead teacher	The development of the curriculum, delivering training and resources to key members of staff, ensuring where teachers are of informed of where children have withdrawn from some/all of the curriculum, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.
Teaching and support staff	The delivery of lessons and key RHE messages and identifying and working with PSHE leads to address gaps in their knowledge. To inform and support those parents who choose to withdraw their children from any aspects of the curriculum.
Parents / carers / guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
Pupils (where appropriate).	Express the wishes of their peers and contribute ideas into the school curriculum (as part of the School Council).

## **Legislation including statutory regulations and guidance.**

Documents which inform the schools RSE policy include:-

- The Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- The PSHE Association supplementary guidance SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education: Statutory Safeguarding Guidance (as updated)
- The Public Sector Equality Duty.
- 'PSHE Education Programme of Study Key stages 1-5' (PSHE Association, 2017)

- The National Curriculum for Science (2015)
- Sex and Relationships Education Guidance DfE (2018 and 2020)
- Children and Social Work Act (2017)
- Subject specific research: Ofsted.

Related school policies include:

- Safeguarding guidance including Keeping Children Safe in Education guidance
- Confidentiality policy
- Behaviour Policy
- Inclusion policy
- Anti-Bullying / Positive Behaviours Policy
- Health and Safety
- External Visitors Policy
- Equality Policy
- E-Safety Policy
- Extremism and Radicalisation in Schools Policy

## Curriculum Design

Our RHE programme is an integral part of our whole school PSHE provision and supported by the statutory requirements as set out in the National Curriculum for Relationships Education, Relationships and Sex Education and Health Education (2018 and 2020) and Science. The curriculum model we use is based upon best practice as established by leading subject organisations including the PSHE Association which has a developed age-appropriate and inclusive approach to teaching RHE. Further detail of our curriculum can be viewed via our school curriculum planning on the school website or available on request.

We use a variety of resources including:-

- **School Nursing Team** approved by the local authority who deliver age appropriate classroom lessons in primary schools.
- **1decision** which is mapped to the PSHE Association's Programme of Study. It provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding.
- **Local PCSO's** who deliver a range of talks e.g. cyber bullying, PANTS, stranger danger, anti-social behaviour in the community

The curriculum model based upon the PSHE Association takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium term planning. The colour-coded topic areas can be adapted to meet planning requirements, pupils' stage of development and needs and also to reflect the context of the school and local community. The long term planning includes these modules:

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Families and Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media, literacy and digital resilience	Money and work	Physical health and wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people, families; feeling cared for	Recognising privacy; staying safe, seeking permission	How behaviour affects others; being polite and respectful	What rules are: caring for other's needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests, jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special feelings; managing when things go wrong.	How rules and age restrictions help us; keeping safe online.
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	Growing older, naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of a family	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; right, freedom and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and refraining setbacks	Risks and hazards; safety in the local environment and unfamiliar places

Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting different and similarities; discussing difference sensitively	What makes a community; shared responsibilities	Advertisement pressures	Making decisions about money; using and keeping money safe	Maintain a balanced lifestyle; oral hygiene and dental care	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Personal identity, recognising individuality and different qualities, mental wellbeing (Spr and Sum swapped)	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty (school nurse)	Keeping safe in different situations, including responding in emergencies, first aid	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes
Year 6	Attraction to others, romantic relationships, civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expression opinions and respecting other points of view, including discussing topical issues.	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

In each year, we cover the following themes:

**Year 1:** Families and friendships, safe relationships, respecting ourselves and others, belonging to a community, media, literacy and digital resilience, money and work, physical health and wellbeing, growing and changing and keeping safe.

**Year 2:** Families and friendships, safe relationships, respecting ourselves and others, belonging to a community, media, literacy and digital resilience, money and work, physical health and wellbeing, growing and changing and keeping safe.

**Year 3:** Families and friendships, safe relationships, respecting ourselves and others, belonging to a community, media, literacy and digital resilience, money and work, physical health and wellbeing, growing and changing and keeping safe.

**Year 4:** Families and friendships, safe relationships, respecting ourselves and others, belonging to a community, media, literacy and digital resilience, money and work, physical health and wellbeing, growing and changing and keeping safe.

**Year 5:** Families and friendships, safe relationships, respecting ourselves and others, belonging to a community, media, literacy and digital resilience, money and work, physical health and wellbeing, growing and changing and keeping safe. In addition, this year group has a lesson on puberty delivered by the School Nursing Team.

**Year 6:** All About Me Module; Resilience and Coping Module; Being The Best Me I Can Be Module. In addition this year group have session with the PSO on cyber bullying (including sexting) and anti-social behaviour. Year 6 staff also deliver sessions that support pupils transition from year 6 to year 7.

As part of our overall Safeguarding programme, on occasions lessons and assemblies will be taught to address local safeguarding concerns and issues to ensure our pupils remain safe. Wherever possible, this information will be shared with parents.

In addition, we use resources from a variety of other sources e.g. BBFC, Premier Stars and various charities taking into account the age and developmental needs of the class and adapt curriculum packages and lesson plans to address the needs of the children in the class.

### **External Speakers and Agencies.**

Great Bridge Primary invites, as appropriate, various speakers to support and develop the curriculum provision. This includes, but is not limited to:-

- DECCA (supporting curriculum around drugs, alcohol and smoking education).
- School Nurses Service (to deliver various aspects of health education).
- West Midlands Police to address various safeguarding issues.
- NSPCC to keep children safe
- Road Safety Education Officer

Other external speakers may be invited as appropriate to the curriculum and theme, with advice and support from trusted sources including other schools in the local authority and PSHE Advisory Teacher. All materials provided by the external agency will be viewed prior to being shown in class. All external speakers will be expected to follow school policies which includes, but is not limited to, Visitors Policy, Safeguarding Policy and RHE policy. They will remain under staff supervision at all times.



## Sex Education

Great Bridge Primary has made the decision to not teach sex education content.

The puberty talk delivered to year 5 pupils does mention 'sexual parts' and names organs using the correct genitalia language, however there is no reference to conception, sex or sexual intercourse. Parents are invited to view the content in full.

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science or part of Relationship or Health Education.

### **Safe and Effective Practice including answering sensitive questions.**

We will ensure a safe learning environment by following school policies. Staff will be trained in relation to developing a safe learning environment which includes safeguarding training, dealing with sensitive issues, confidentiality, agreed ground rules for a safe classroom environment shaped by students and by the use of distancing techniques from the personal experience of the student. No student will be required to give an answer as this undermines the safe classroom experience; all students will be given the opportunity to raise questions anonymously (creating a safe, open and non-judgmental space in the classroom, an anonymous question box in the classroom (or worry monster), allowing time for children to speak confidentially if they wish). All staff are supported by pre-prepared resources, training in the delivery of resources and supported by internal and external staff including, but not limited to the PSHE Lead, Safeguarding Lead, SLT, Senior Mental Health Lead, LA Advisor, Public Health funded projects and resources and nationally recognised curriculum organisations including, but not limited to, the PSHE Association.

During PSHE lessons and discussions, staff will establish clear ground rules in-conjunction with pupils to ensure pupils feel safe, supported and listened to. Wherever possible, lessons will be taught as a class with both male and female pupils present.

Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual's child/young person's needs. This could involve referring the child/young person to their parent/carer, school PSA or Learning Mentor, School Nurse Service, the child/young person's doctor or to an established external organisation; it is important for the child to make a choice that is correct for them without prejudice. The teacher may make a referral or to seek advice from the PSHE Coordinator, Headteacher or Safeguarding Team wherever appropriate in the circumstances.

### **Safeguarding**

All staff are trained in safeguarding. Teachers are aware that effective RHE, 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. In this situation staff should follow internal safeguarding policies including informing the Safeguarding Lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RSE in school. We actively work with Sandwell Metropolitan Borough Council approved providers to supplement the teaching of the subject.

As part of school entry to site approach all visitors are signed into school with appropriate identification and are required to read a safeguarding statement; a copy of the safeguarding policy is available in communal staff areas and on our website.

As per Safeguarding policy, visitors without full DBS clearance are supervised at all times. All visitors are supported by the appropriate member of staff.

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on the Headteacher or designated Safeguarding Lead if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher/Designated Safeguarding Lead will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary. The school nurse follows a separate code of practice linked with their professional regulations.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need and in line with the Public-Sector Duty (as set out in the Protected Characteristics guidance: Equality Act 2010). Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Health education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

### **Engaging Stakeholders (including parents/carers/guardians and pupils).**

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Great Bridge Primary believe in the importance of partnerships between all stakeholders to ensure that children grow up confident and cared for.

Parents are key partners in supporting the school by:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Health.
- Helping their children cope with the emotional and physical aspects of growing up and being a part of modern Britain.
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSE curriculum we will support our parents to:

- Help children to learn the correct names of the body in a safe, age and developmentally appropriate way.
- Talk with their children about feelings and relationships

Parents are encouraged to support the school's RHE and have access to this policy.

### **Parental Right to Withdraw.**

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science or taught as part of the Relationship or Health Education content.

Great Bridge Primary, would encourage parents with concerns around content, to contact the school to discuss this further.

### **Student voice in determining curriculum.**

Throughout RSE and PSHE lessons, students can contribute to class discussions and to reflect upon their own ideas and opinions.

As part of the PSHE curriculum, pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as and when they voice concerns in lessons or through the medium of the School Council. Students in older key stages will be able to voice opinions on resources/external agencies used and whether, on reflection, the curriculum addressed their needs during early key stages.

### **Monitoring and Evaluation**

In the first instance, the lead teacher for PSHE and RSE will be responsible for monitoring and evaluating the subject who will monitor the impact of the policy on children's learning, subject development, report to SLT and assist the Headteacher to report to the Governing Body. All monitoring in the subject will be in accordance with school policy.

### **Policy Review Date.**

This policy will be reviewed by February 2025 to ensure compliance with new statutory guidance, Department for Education advice and guidance, and to ensure it continues to meet the need of pupils, staff, parents and the wider community.

### **Signed by**

PSHE Lead: Sarah Bratt 02.02.2022

Headteacher: Helen Hale

Governing body representative: