

## RELATIONSHIPS AND HEALTH EDUCATION POLICY

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### 1.0 INTRODUCTION

Through a positive and caring environment, we provide the opportunity for every child to reach their full potential. Skills, attitudes, and values are developed to prepare children for the next stage of learning and life (Key Stage 1 and 2 ready, and Secondary-ready), and enable them to be successful in the community. The school vision is to prepare pupils for the world beyond school, building positive relationships with themselves and others, developing a sense of pride in who they are, the decisions they make, and the relationships they form.

The school's policy for Relationships (and Health) Education (RHE) is based on guidance from the DfE (Sex and Relationships – OFSTED 2002).

### 2.0 WHAT IS RHE?

Relationships and Health Education (RHE) can be defined as the emotional, social, and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity, and personal identity.

Relationships education is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Health education will include teaching the characteristics of good physical health and mental wellbeing. We aim to be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies, and will reflect the diversity of our school community and major faith groups.

### 3.0 AIMS

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education at our school to:

- Introduce concepts which are appropriate to the age and maturity of the child
- Promote an understanding of the value of family life, marriage, and stable and loving relationships in the nurture of children
- Encourage awareness, respect, and responsibility for oneself and others
- Enable pupils to develop positive relationships with others through the ability to communicate effectively
- Examine opinions and concepts, and encourage discussion
- Enable pupils to protect themselves and ask for help and support
- Give an understanding of the importance of personal hygiene
- Enable pupils to be able to name parts of the body and describe how their bodies work, and to prepare pupils for puberty and recognising that individuals develop at different times
- Give pupils an understanding of reproductive and sexual development
- Give pupils the skills to manage emotions and relationships confidently and sensitively
- Answer pupils' questions in a sensitive manner
- Teach factual knowledge and encourage the explanation of facts
- Develop an understanding of what a loving relationship is

## 4.0 HOW THE CURRICULUM IS ORGANISED?

RHE is taught within the personal, social, health and economic (PSHE) education curriculum and across other curriculum subjects.

Our school uses the Ealing PSHE scheme of work to deliver PSHE and RHE. Biological aspects of Relationships Education are taught within the Science curriculum, and other aspects are also included in Health Education.

RHE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

The table below holds a breakdown of what is covered in PSHE, Science, and RHE curriculum.

### 4.1. SCIENCE

*Statutory*

#### KEY STAGE 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

#### KEY STAGE 2

- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

### 4.2 HEALTH EDUCATION

*Statutory*

#### INTERNET SAFETY AND HARMS

- 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.

## 4.3 HEALTH EDUCATION CONTINUED

### Statutory

#### MENTAL WELLBEING

- 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.
- That **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 who they should speak to in school 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.

#### PHYSICAL HEALTH AND FITNESS

- 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

- 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).

#### HEALTH AND PREVENTION

- 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**.

## 4.4 HEALTH EDUCATION CONTINUED

### Statutory

#### DRUGS, ALCOHOL AND TOBACCO

- The facts about **legal and illegal harmful** substances and associated risks, including **smoking, alcohol use and drug-taking**.

#### BASIC FIRST AID

- 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

- 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**.

## 4.5 RELATIONSHIPS EDUCATION

### Statutory

#### FAMILIES AND PEOPLE WHO CARE FOR ME

- 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

- 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.

## 4.6 RELATIONSHIPS EDUCATION CONTINUED

*Statutory*

### ONLINE RELATIONSHIPS

- 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.

### RESPECTFUL RELATIONSHIPS

- **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.

### BEING SAFE

- 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.

## 4.7 SEX EDUCATION

*Non-statutory (Year 6 only)*

- Questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education.
- Sexual reproduction in humans.
- Reproductive cycle in humans.

## 5.0 OBJECTIVES SPECIFIC TO THE RHE CURRICULUM

The main aspects of RHE are covered in the Summer Term as part of PSHE. However, many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, and 'families and people who care for me' are taught throughout the school year to ensure a consistent spiraling approach to keeping safe.

Year Group	Learning objectives for Relationships Education lessons
Nursery	<ul style="list-style-type: none"> <li>To consider the routines and patterns of a typical day</li> <li>To explain how to keep myself clean and healthy and explain why it is important</li> <li>To identify the people in my family and explain where I can get help</li> </ul>
Reception	<ul style="list-style-type: none"> <li>To consider the routines and patterns of a typical day</li> <li>To explain how to keep myself clean and healthy and explain why it is important</li> <li>To identify the people in my family and explain where I can get help</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>To understand how to keep myself clean and healthy and explain why it is important</li> <li>To understand how I have grown and changed since birth</li> <li>To identify the people in my family, while recognising that not all families look like mine</li> <li>To explain where I can get help and support</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>To explore stereotypes</li> <li>To explain personal boundaries</li> <li>To understand how boys and girls are different and to name boy and girl body parts</li> <li>To understand the stages in the human lifecycle</li> <li>To identify the people in my family, while recognising that not all families look like mine</li> <li>To explain where I can get help and support</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>To understand how boys and girls are different and to name boy and girl body parts</li> <li>To explain personal boundaries</li> <li>To identify the people in my family, while recognising that not all families look like mine</li> <li>To explain where I can get help and support</li> <li>To understand good friendships</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>To identify the people in my family, while recognising that not all families look like mine</li> <li>To explain where I can get help and support</li> <li>To understand basic facts about puberty</li> <li>To begin to understand menstruation</li> <li>To understand good friendships</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>To explore the emotional and physical changes that occur during puberty</li> <li>To understand male and female puberty changes</li> <li>To explore the impact of puberty on the body and the importance of physical hygiene</li> <li>To explore ways to get support during puberty</li> <li>To understand what makes a family and who to turn to for help and support</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>To recap the male and female changes that happen during puberty</li> <li>To understand what makes a family and who to turn to for help and support</li> <li>To explore positive and negative ways of communicating in relationships</li> <li>To understand healthy relationships</li> <li>To understand the human reproductive system (<i>Parents can withdraw children from this lesson. See 5.1- Right to Withdraw</i>)</li> </ul>



## 6.0 RELATIONSHIPS EDUCATION RELATED VOCABULARY

Below is a list of vocabulary from Relationships Education lessons. Vocabulary from each year group is carried forward to the next year group (e.g. Year 3 vocabulary will be revisited in Year 4).

Year Group	Vocabulary		
<b>Nursery</b>	<ul style="list-style-type: none"> <li>Routine</li> <li>Clean</li> <li>Healthy</li> </ul>	<ul style="list-style-type: none"> <li>Family</li> <li>Washing</li> </ul>	<ul style="list-style-type: none"> <li>Help</li> <li>Support</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>Routine</li> <li>Clean</li> <li>Healthy</li> </ul>	<ul style="list-style-type: none"> <li>Family</li> <li>Washing</li> </ul>	<ul style="list-style-type: none"> <li>Help</li> <li>Support</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Clean</li> <li>Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Healthy</li> <li>Family</li> </ul>	<ul style="list-style-type: none"> <li>Grown</li> <li>Changed</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Different</li> <li>Similar</li> <li>Penis</li> <li>Vagina</li> <li>Stereotype</li> <li>Private</li> </ul>	<ul style="list-style-type: none"> <li>Boundaries</li> <li>Elder</li> <li>Girl</li> <li>Boy</li> <li>Male</li> <li>Female</li> </ul>	<ul style="list-style-type: none"> <li>Baby</li> <li>Adult</li> <li>Toddler</li> <li>Child</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Differences</li> <li>Personal space</li> </ul>	<ul style="list-style-type: none"> <li>Personal boundaries</li> <li>Good friendships</li> </ul>	<ul style="list-style-type: none"> <li>Peer pressure</li> <li>Unhealthy friendships</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Body change</li> <li>Puberty</li> <li>Testicles</li> <li>Nipple</li> </ul>	<ul style="list-style-type: none"> <li>Breast</li> <li>Period</li> <li>Fallopian tube</li> <li>Pubic hair</li> </ul>	<ul style="list-style-type: none"> <li>Menstruation</li> <li>Womb</li> <li>Egg</li> <li>Sanitary products</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Physical changes</li> <li>Emotional changes</li> </ul>	<ul style="list-style-type: none"> <li>Body changes</li> <li>Voice deepens</li> </ul>	<ul style="list-style-type: none"> <li>Body hair</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Relationship</li> <li>Positive and negative relationship</li> <li>Personal information</li> <li>Communication</li> <li>Wet dream</li> <li>Erection</li> </ul>	<p><b>YEAR 6 SEXUAL INTERCOURSE LESSON</b></p> <p><b>Parents can withdraw their child from this lesson:</b></p> <ul style="list-style-type: none"> <li>Sexual intercourse</li> <li>Sperm</li> <li>Egg</li> <li>Fertilized</li> <li>Embryo</li> <li>Embedded</li> <li>Pregnancy</li> <li>Birth</li> </ul>	

## 7.0 HOW RHE WILL BE TAUGHT AND ASSESSED

A member of school staff, usually the child's class teacher, will deliver RHE. If an external visitor is delivering any aspects of RHE, parents/guardians will be informed. It will usually be delivered in mixed gender groups; however, it is taught in split gender groups in Year 5 and Year 6. It will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RHE related issues are varied. However, while personal views are respected, all RHE 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 RHE 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 Child Protection Lead if they are concerned.

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

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- 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 your Relationships Education"

The PSHE Lead monitors the implementation of RHE, this monitoring is done through book scrutiny, lesson observations, pupil conferencing sessions, and staff focus groups. RHE is assessed and evaluated by using the Ealing PSHE scheme of work.

## 8.0 WORKING IN PARTNERSHIP WITH PARENTS/GUARDIANS

The school views parents and guardians as partners in the delivery of RHE. Parents will be informed about the RHE programme at the start of the academic year, as part of information provided on what their children will be learning.

The school will liaise with parents/guardians through:

- Relationships Education workshops
- Newsletters
- School website
- Letters sent home

Open dialogue between the school and home about this subject is suggested and welcomed. This policy will be available on the school website.



## 9.0 PROCEDURES FOR WITHDRAWAL FROM RHE

Parents/guardians have the right to withdraw their children from the non-statutory components of sex education within Relationships Education, as this is not part of the National Curriculum. This comprises of one lesson taught in Year 6 only.

However, parents/guardians do not have the right to withdraw their children from the rest of the statutory Relationships and Health Education, or the Science Curriculum.

Requests for withdrawal from the Year 6 lesson should be put in writing and addressed to the Headteacher, who will discuss each case with the family sensitively and without prejudice. You can either write a letter to the school, or send an email to [admin@brentsideprimary.ealing.sch.uk](mailto:admin@brentsideprimary.ealing.sch.uk).

## 10.0 EQUAL OPPORTUNITIES

Brentside Primary Academy believes that Relationships Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships 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 organising of teaching strategies will be consistently reviewed, e.g. through lesson observations, to ensure that no pupil is disadvantaged.

## 11.0 CONFIDENTIALITY AND SAFEGUARDING

It is important that for the effective teaching of RSE that there is a trusting relationship between the class teacher and pupils, but it is also important for pupils and parents to understand that staff cannot always maintain confidentiality in light of safeguarding procedures. Any concerns staff may have should be discussed immediately with the Designated Safeguarding Lead. The safety of our children is of paramount importance and the school is legally obliged to refer concerns regarding safeguarding issues, including sexual abuse, to external organisations.

*Staff will be referred to:*

*DfE's 2020 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>

## 12.0 TRAINING

Staff are trained on the delivery of RHE as part of their induction, and it is included in our continuing professional development calendar. More training will be offered to new and less experienced staff in the delivery of this subject.

The Headteacher may also invite visitors from outside the school; such as a school nurse, or the health improvement team, to provide support and training to staff teaching RHE.