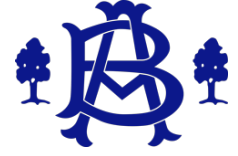




## Relationships and Health Education Policy



**The Relationship Education and Health Education Policy will serve a number of purposes:**

- To define Relationship Education.
- To define Health Education.
- Set out the subject content, how it is taught and who is responsible for teaching it.
- Describe how the subject is monitored and evaluated.
- If applicable, any changes made due to religious character or belief.
- Adaptations and important information around equality and accessibility.
- How content delivery will be adapted in order to ensure SEND access to the subject area.
- What materials will be used to deliver the curriculum.
- Explanation of the right to withdraw.
- How and when the policy has been produced.
- Who will review the policy (ensuring all stakeholders listed above are involved).
- When the policy will be reviewed.

**The Relationship Education and Health Education Policy will be used by:**

- Teachers - to guide their lesson planning, to consider the materials they will use, to understand what they will be exploring in the subject, to give clear guidance as to how to lead discussions in sensitive areas.
- Parents - to understand what the school is teaching in these areas, their rights to withdraw, an overview of the materials the school may be using.
- Other professionals visiting the school - will use the policy to understand how the compulsory elements are being covered and how transparent and clear the policy is.
- Governors - to monitor the delivery of statutory curriculum.

## The importance of Relationship Education and Health Education

*'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'* DFE, 2021.

Our pupils say Relationship Education and Health Education is important because:

*"I want to know what to do if I am being bullied, especially before I go to senior school"*

*"I've heard about puberty because I have an older brother and sister, but I don't know what it means."*

*"Sometimes I feel worried because there are lots of children on the playground and it feels a bit too much."*

*"I am a runner and I play football, so I really want to be as healthy as I can."*

*"I play lots of video games so I want to know how to stay safe online."*

What our parents/carers think about Relationships and Health Education:

*"Relationships education is becoming more inclusive, which as is really important. I'm also really pleased that it covers things like staying safe online and prepares children for conversations around consent and healthy relationships. It's crucial that we bring our children, and particularly our boys, up to do better than previous generations have."*

*"I am confident that all topics will be covered in a thorough and appropriate manner at Booker Avenue."*

*"I would like the children to understand what it means to try and be a good friend, to understand that having good relationships takes practice and effort, the importance of empathy, how to compromise and how to evaluate their own actions to learn from them. I try to help... to understand and do these things and I think they are an important part of all relationships."*

Our staff say Relationship Education and Health education is important because

*"In modern society children are exposed to lots of different choices about their own health which has a large impact on their physical and mental health. As educators, it is our job to provide clear and accurate information about the benefits and consequences around those choices."*

*"Since the COVID -19 pandemic, I feel that children have suffered, not only with their learning and mental health, but with their lack of social interaction with others. As a consequence, children need to be taught how to positively communicate, interact and relate to each other."*

Through the development of this policy we wish to display our commitment to provide the children of Booker Avenue with the knowledge and skills they need to form successful relationships, to positively contribute to their communities, to stay safe and to ultimately live happy and healthy lives.

### **Relationship Education**

Relationship Education is a statutory element of the KS2 curriculum. Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

### **Learning outcomes by the end of primary school for Relationships Education**

#### **Family**

1. That families are important for children growing up because they can give love, security and stability.
2. 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.
3. 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 for them.
4. 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.
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Friendship**

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

4. 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.
5. 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.

### **Respectful relationships**

1. 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.
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. The conventions of courtesy and manners.
4. The importance of self-respect and how this links to their own happiness.
5. 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.
6. 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.
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

1. That people sometimes behave differently online, including by pretending to be someone they are not.
2. 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.
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
5. How information and data is shared and used online.

## **Safe relationships**

1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
2. 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.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
8. Where to get advice e.g. family, school and/or other sources.

## **Health Education**

Health Education is a statutory element of the KS2 curriculum. Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

### **Learning outcomes by the end of primary school for Health Education**

#### **Mental well being**

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.
2. 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.
3. 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.
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
9. 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).
10. 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**

1. That for most people the internet is an integral part of life and has many benefits.
2. 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.
3. 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.
4. Why social media, some computer games and online gaming, for example, are age restricted.
5. 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.
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
7. Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

1. The characteristics and mental and physical benefits of an active lifestyle.
2. 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.
3. The risks associated with an inactive lifestyle (including obesity).
4. How and when to seek support including which adults to speak to in school if they are worried about their health.
5. What constitutes a healthy diet (including understanding calories and other nutritional content).
6. The principles of planning and preparing a range of healthy meals.

## **Healthy eating**

1. 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 Tabaco**

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

## **Health and Prevention**

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and science relating to allergies, immunisation and vaccination.

## **Basic first aid**

1. How to make a clear and efficient call to emergency services if necessary.
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## **Changing adolescent body**

1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
2. About menstrual wellbeing including the key facts about the menstrual cycle.

## **Sex Education**

It is not statutory to teach Sex Education in primary schools, but, at Booker Avenue Juniors, we believe it is important for children to begin their understanding of human conception and reproduction before they enter senior school. Therefore, our year 6 pupils learn about conception and human reproduction in the summer term. You can view the objectives for this unit below:

- To explain the terms 'conception' and 'reproduction'
- To describe the function of the female and male reproductive systems
- To identify the various ways adults can have a child
- To explain various different stages of pregnancy
- To identify the laws around consent

### **Monitoring and Evaluation**

Mr. John Manning is the PSHE leading teacher and is responsible for the monitoring of the subject from Year 3 to 6. The link governor PSHE is... Their role is to ensure the learning outcomes for children are being assessed and that achievement and progress of those outcomes are evident in school.

PSHE will be monitored half termly with feedback and guidance provided to SLT and Teachers.

The monitoring will be undertaken through lesson observations, team teaching, book evidence and pupil conference.

### **Religious Character and Belief**

*In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.*

*All schools may teach about faith perspectives and balanced debate may take place about issues that are seen as contentious. For example, a school may wish to reflect on faith teachings about certain topics. DFE.*

Our school is a diverse community of children, families and staff of different faiths and beliefs. We celebrate the diverse nature of our school community and we value the different cultural and religious inputs to school life. We adhere to the British Values of respect, acceptance and tolerance and we believe that the diverse nature of our school adds to the rich experience of learning and engagement each day. In consultation with pupils, parents and staff, we ensure that our Health and Relationships education respects distinctive faith perspectives on certain topics. We believe that reflecting upon different faith teachings is within the spirit of acceptance and tolerance as we deliver the statutory learning outcomes for Health and Relationships Education.

### **Equality and Accessibility**

Our school complies with its duties under the Equality Act 2010. This policy should be read in conjunction with Booker Avenue Junior School equality policy, child protection policy, SEND policy.



## **SEND**

It is crucial that Relationship Education and Health Education, as a statutory curriculum area, is accessible by all pupils. This policy should be read in conjunction with Booker Avenue Junior School Inclusion and SEND policy.

### **Material and Right to Withdraw**

We have chosen to use an award-winning resource called 1decision. 1decision is part of Headway Education and has been kitemarked by the PSHE association - the governing body for the subject in the UK - as being a quality assured product. The 1decision resources have been developed over the past seven years and each module has been created by PSHE and Safeguarding experts together with schools, and most importantly children. You may like to find out more about them by visiting their website: [www.1decision.co.uk](http://www.1decision.co.uk)

Full information on the right to withdraw is provided in the government's guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education. The relevant pages are 17 and 18.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Parents/carers do not have the right to withdraw from Health and Relationships Education lessons.

Parents/carers do have the right to withdraw from Sex Education in Primary Schools which can only be granted by the Head Teacher.

### **How has the policy been produced?**

This policy was created by Mr. John Manning (PSHE Subject Leader) in conjunction with Mr. Richard Thompson (Head Teacher)

It is important that parents were involved in the process, as we are committed to delivering a PSHE curriculum which reflects the needs of our unique school community and we value the input of our parents/carers. Our pupil's education, development, safety and well-being are a shared responsibility.

It is important our children were involved in the process because it is crucial they understand why we teach Relationships and Health Education, and, at the heart of all we do, they are the most important stakeholders in everything.

### **Review of policy**

This policy will be reviewed annually.

It will be reviewed by Mr. J Manning, Mr. R Thompson and the Governors.

### **Further reading**

A large number of key government documents are closely linked with this policy and you may find the following list useful for further reading:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) • Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools
- SMSC requirements for independent schools