



Relationships and Health Education Policy

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Introduction

Relationship and Health Education (RHE) will reflect the values and aims of our Wellbeing Curriculum. RHE is taught in the context of relationships, responsibilities and growth. In addition, RHE will promote self-esteem and emotional literacy, healthy living and wellbeing and help the children form and maintain positive and healthy relationships, based on respect for themselves and for others, at home, school, work and in the community.

We aim to provide a holistic education for all children. Every pupil will receive their full entitlement to RHE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic development. Through our curriculum children will learn to understand and respect our British Values; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Definition

Relationship and Health Education (RHE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, physical and mental health, sexuality, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing information, and exploring issues and values.

Intent

The Wellbeing Curriculum brings together, physical, emotional and spiritual education, which is designed to equip children with the understanding, knowledge and skills they need in the real world to safely make new meaningful relationships and understand the threats. The children are encouraged to reflect on their learning, build upon ideas and beliefs and challenge or are challenged in regards to their views.

The core purpose of the curriculum is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community, enabling confident, emotionally intelligent and reflective citizens.

Our Relationships, Health and Wellbeing Curriculum ensures that our children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

We have developed a clear coverage and progression of skills and content in PSHE, RE, Physical Education and Mental Health. These disciplines do not stand alone, they complement each other and are taught to ensure links are made throughout the learning process.



The key aims of Relationship and Health Education (RHE) at Claycots are to:

- Provide a holistic and age appropriate curriculum in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of physical and emotional development and the importance of health and hygiene
- Support children in developing feelings of self-respect, confidence and empathy
- Create a positive culture around issues of equality, sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare children for living in a diverse and ever evolving world, providing them with the correct knowledge, terminology and ensuring that misconceptions are addressed so that children know more, remember more and understand more about RHE
- Ensure that the curriculum design is underpinned by our school values and fundamental British Values
- Provide an inclusive, calm and safe environment in which sensitive discussions can take place so that pupils have confidence to ask questions
- Teach children about what a positive self-image is and how having a positive view of ourselves enhances our mental health and wellbeing



Implementation

At Claycots we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. The school will also use other recommended schemes where relevant that complement our approach and the policy.

- Relationship and Health Education is delivered through the Science, RE and PSHE Curriculum. A planned and co-ordinated approach to each subject area provides an appropriate framework for the objectives of RHE to take place
- RHE is taught by class teachers who have received in depth training in delivering the content to their classes. The sessions will be underpinned by the mindfulness approach and will be taught using range of teaching methods including philosophical questioning, debate, use of ICT, discussions, looking at case studies, drama and role-play
- Relationship and Health Education is usually delivered in mixed gender groups, however, there may be occasions where single gender groups are more appropriate and relevant. On these occasions' parents will be communicated with.
- The children's reflections of their learning will be evidenced in their Jigsaw journals where they are encouraged to present their reflections.
- RHE will be taught across the school year in PSHE lessons and within elements of the Science curriculum.
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Curriculum coverage has been updated and reviewed in-line with the new RHE statutory Guidance.

Impact

Through the PSHE Curriculum design we have ensured robust coverage, progression and planning for all units. Each series of lessons has a clear structure and an end of unit assessment based on age related expectations that are in line with National Curriculum objectives. The assessments and/or evaluations of the units will inform the planning process, children's next steps and support us in refining and developing this Curriculum further.

In addition, children will self-assess against descriptors using the self-assessment grids in child-friendly language.



Statutory requirements

The Department for Education has already passed legislation to include mandatory Relationships and Health Education in the National Curriculum for primary schools from September 2020. New school guidance was ratified in March 2019 and sets out to schools what they are expected to teach.

Primary aged children will learn that not all families are the same and to respect these differences. They will also learn about bullying and how to treat others with respect, whether this is within their immediate relationships, or in the wider community (this is covered in the Jigsaw unit 'Celebrating differences').

The guidance also states that when learning about different families, care should be taken to avoid stigmatisation of children based on their home circumstances. It also reaffirms the duty for schools to comply the law (including the Equality Act 2010 and the Marriage Act 2013) as it applies to relationships, so that children and young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make, within the Equality Act, where sexual orientation and gender-reassignment are two of the nine protected characteristics.

The Relationships and Health Education guidance does not suggest a specific age when LGBTQ should be brought into the curriculum, but there is an expectation for it to be included in a sensitive and age-appropriate manner. (See Appendix 1 for Statutory guidance summary)

Schools are also required to promote fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

What does the new Relationship and Health Education cover?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBTQ+ and gender equality, in line with the Equalities Act 2010. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their relationships and to take responsibility for their sexual health and wellbeing.

At Claycots, RHE enables children to understand what good practice in being inclusive looks like and reflecting difference through teaching, creating a positive culture and ensuring that any incidents of negative behavior are not tolerated. Opportunities within the curriculum might arise, for example, when considering different types of family, the law around marriage or different marriage customs. Underpinning this work with the fundamental British values of acceptance,



tolerance and valuing difference will allow us to make clear that the views of different faiths can vary but difference will be accepted and valued within the law.

The Department for Education is very clear that parents do not have the right to dictate or veto the content of Relationships and Health Education on the grounds of protected characteristics. We will ensure that fundamental British values are promoted and protected characteristics are reflected to ensure that no one characteristic is seen to be valued over another.

Teaching children to accept difference and to foster good relationships with others

RHE does not 'promote' LGBTQ lifestyles. However, it does raise children's awareness that some people in society are LGBTQ. This is not done in isolation. When discussing similarity and difference in lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with disability or special needs. They will also be aware that some people are from the LGBTQ community.

When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism.



Relationship and Health Education Curriculum

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. Health Education includes a section for primary schools on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

Relationships Education, Health Education and science together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behavior and right and wrong. Effective RHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing.

| <u>Key aspects covered in KS1</u> | <u>Key aspects covered in KS2</u> |
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| <ul style="list-style-type: none"> • Growing from young to old • how my body has changed since I was a baby • Friendship and family life • Safeguarding • Family stereotypes • How boys and girls bodies are different • Scientific vocabulary for identifying body parts • Transition to new Year group | <ul style="list-style-type: none"> • How babies are made • My changing body • Puberty • Menstruation • Becoming a teenager • Assertiveness and self-respect • Self and body image • Relationship skills e.g. conflict resolution • Accepting change • Looking ahead • Moving/transition to secondary school |

We recognise that sex education is not compulsory in primary schools, however, we have decided to cover some content on sex education to meet the needs of pupils and prepare them for the transition to high school. Sex and health education content is taught in Year 5 and 6. The main objectives include:

- Year 5 - Puberty, self and body image and conception
- Year 6 – In year 6 the knowledge of Year 5 is built on and progressed they will cover - Puberty for boys and girls, and understanding conception to birth of a baby- All lessons are taught using simple, child-friendly language



For more information about our curriculum, see our curriculum map in Appendix 2.

In Year 5 and 6 the children take part in the Choices programme, Year 5 and Year 6 take part in the 'Choices Programme' this 12-week programme is designed to enhance children's awareness of their own identity and the identity of others, providing them with the ability to self-regulate and reflect upon their emotions and experiences. They come across real life dilemmas, which they must problem solve. The sessions are based around positive relationships and link to the National Curriculum guidance. See Appendix 1 for the overview.

Dealing with difficult topics / questions

Each year group will be taught appropriate to their age and developmental stage. Please note, at no point will a child be taught something that is inappropriate; if a question from a child arises and the teacher feels it would be inappropriate to answer (for example, because of its mature or explicit nature) the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with and to follow up appropriately, disclosures made in a group or individual setting.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

- **'Silly questions'** - Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and will explain that they are inappropriate.
- **'Concerning questions'** - These could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
- **'Genuine questions'** - The child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents and discuss if they would like to answer the question or whether they want the school to answer it.
- A **'Worry box'** or alternative is in place in every classroom and is checked daily. Children can use this freely and are encouraged to do so if they are worried or concerned about anything.



Parent workshops will be delivered prior to the unit. This will be a chance for parents to view the resources used and understand the context behind the curriculum. We will also discuss what pedagogical approaches we take to teaching RHE. See Appendix 5 for further information on how parents can discuss topics and answer their children's questions.

Safeguarding / Confidentiality

Teachers need to be aware that effective Relationship and Health Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Equally that it may be a very difficult and personal subject for some children. If a disclosure was to arise, staff will follow our safeguarding procedures.

- The staff member will inform the DSL and follow the school's child protection policy
- Ask the Designated Child Protection lead if there are any concerns of any children when teaching RHE in regards to puberty and reproduction
- A member of staff cannot promise confidentiality if concerns exist

Differentiation/SEND Provision

The Jigsaw units are written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Jigsaw lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each unit includes a P-level grid with suggested activities for children working at each of those levels.

Parental Engagement

The Relationship and Health Education policy will be shared on the school website and full details are available on request. The school will inform parents of when non-statutory aspects of the Relationship and Health Education programme are taught.

Up until September 2020, before the new guidelines become law in England, parents and carers have the right to withdraw from Relationships and Sex Education in primary schools, apart from elements that are included with the school's Science Curriculum.

This parental right changes in September 2020, when parents will not be able to withdraw from Relationships and Health Education, and this includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity and different families. Therefore, if parents and carers have any concerns, they are encouraged to come to a meeting at the school to review the



content and resources before the sessions are taught. These parent workshops will be held for parents at the beginning of the year.

Parents do have the right to withdraw their children from the sex education part of the RHE programme (non- statutory objectives taught in Year 5 and 6) and alternative arrangements will be made for their children's supervision. The request to withdraw must be made in writing to the Head Teacher using the form found in Appendix 4. Alternative work will be given to children who are withdrawn from sex education.

Monitoring, Assessing and Reviewing

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by team teaching and coaching, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RHE programme will be evaluated by assessing children's learning in their journals and teacher judgement. Changes to this will be implemented if required.

Reviewing

The Governing Body will review this policy regularly (annually) in the light of any changes to the National Curriculum or to legislation and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Links with other policies

This policy is linked with the following policies:

- PSHE
- Equal Opportunities
- Safeguarding
- E-Safeguarding
- Behaviour
- Anti-Bullying
- Curriculum Policy