

# Jump Primary School

## Relationship Education and Health Education Policy 2021



Approved by:


Date of policy:

Review Date:



## **Relationship Education and Health Education Policy 2021**

### **1. The Importance of Relationship Education and Health Education**

 The Secretary of State forward from the DfE statutory guidance document states:

*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.*

Our Children are growing up in a world very different to that in which we grew up. Therefore, Relationship Education and Health Education is vital because:

- Children need to be equipped with the knowledge, skills and understanding they require to make informed, positive decisions about their own health and relationships both now and in their future.
- In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationship and Sex Education (RSE) to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

### **2. Aims**

Relationship and Sex Education (RSE), is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. (See our separate PSHE policy). In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of Relationship, Sex and Health education (RSHE) at our school are to:

- Provide a consistent standard of relationship, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene



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- Give pupils an understanding of reproduction and sexual development
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.

These aims complement those of the Science curriculum in KS1 and KS2.

### **3. Definition**

Within this policy **Relationship Education** is defined as that which is stated in the statutory guidance P19:

*“The focus in primary school should be on 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”.*

Within this policy **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

**Sex Education** is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

### **4. Statutory Requirements**

This policy has been written in accordance with the DfE statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education as per section 34 of the Children and Social work act 2017.

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:



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*“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...”*

*“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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.”*

Should you like to see the guidance from the government please

visit: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## **5. Subject Content**

Our RHSE curriculum is embedded within our PSHE curriculum. However, this will be adapted when necessary.

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

Key objectives of the statutory Relationships Education curriculum are outlined below:

### **Families and people who care for me**

Children should know:

- 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**

Children should know:

- 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 physically or verbally aggressive behaviour 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.

### **Respectful relationships**

Children should know:

- 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 granting in relationships with friends, peers and adults.

### **Online relationships**

Children should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.



## **Being safe**

Children should know:

- 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 and others.
- 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.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The key objectives of the statutory Health Education curriculum are outline below:

## **Mental Wellbeing**

Children should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or



someone else's mental wellbeing or ability to control their emotions (including issues arising online).

- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet Safety and Harms**

Children should know:

- 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.

### **Physical Health and Fitness**

Children should know:

- 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**

Children should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Drugs, Alcohol and Tobacco**



Children should know:

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

### **Health and Prevention**

Children should know:

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

### **Basic First Aid**

Children should know:

- 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**

Children should know:

- 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.

At Jump Primary we follow the 1 Decision Scheme of work for our teaching and learning in PSHE/RHSE. This covers all areas of the statutory requirements for Relationship Education and Health Education apart from basic first aid. (See the attached copy of the 1 Decision curriculum mapping document).

[1decision-mapping-document-rse-he-updated-2020-Version3.pdf](#)

In order to ensure that basic first aid is taught, we use an outside agency such as Mini First-aiders.

Growing up with Yasmine and Tom resources are used for our non-statutory SRE teaching and learning for Year 6.





Content of the lessons using these resources include:

- Changes in puberty
- Periods
- Wet dreams
- Making babies-sexual intercourse
- Making babies- fertility
- Making babies- pregnancy and birth

In years 4 and 5, the female pupils have a lesson which covers the requirements in the DfE statutory guidance document:

- Keys facts about the menstrual cycle including what is an average period
- The range of menstrual products
- Implications for emotional and physical health

### ***Statutory Science Curriculum Content***

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

## **6. Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter



seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## **7. Cross- Curricular Opportunities**

Teachers will seek to take advantage of opportunities to make cross-curricular links as RHSE should not be taught solely in isolation but should be embedded in all teaching across the curriculum/the ethos of the school. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired in RHSE throughout their learning and through their actions and choices. Teachers encourage pupils to become resilient, productive and responsible members of the school and the wider community.

Curriculum content may also be viewed in:

- PE
- DT
- Science
- RE
- ICT
- Circle times
- Assemblies
- Crucial crew
- Discrete first aid training from "mini first-aiders"

## **8. Parents' Right to Withdraw**

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from some or all of sex education delivered as part of Relationships and Sex Education. Parents/carers do not have the right to withdraw their child from Relationships Education. Parents/carers do not have the right to withdraw their child from the elements of sex education that are taught within the Science curriculum. Parents/carers do not have the right to withdraw their child from Health Education. Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of RSE, it is our aim to encourage parents to see the value of sex education and its contribution to keeping children safe, developing their emotional,



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social and physical wellbeing and for promoting equality and social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. We will automatically grant a parental request to withdraw their child from any sex education, other than as part of the Science or Health Education curriculum. We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they want to continue this arrangement.

### **9. Assessment and Target Setting**

Within the 1 Decision scheme of work which we follow, assessment for learning takes place by the pupils at the beginning and end of each module of work. Teachers then consider these assessments and note whether discussions with the pupils and adaptations to the teaching/learning for each module need to be put in place to meet the needs of the children based on these assessments.

Work will also be assessed termly using teacher judgement. The PSHE co-ordinator will analyse the assessment results, feedback the findings to staff and include these findings in the annual co-ordinator report.

### **10. Inclusion**

We aim to provide for all children so that they achieve as highly as they can in RHSE according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

### **11. Equal Opportunities**

This school complies with its duties under the Equality Act 2010.

Jump Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of resources which represent the diversity and backgrounds of all our children.

### **12. Roles and Responsibilities**

#### **The governing board**

The governing board will approve the RHSE policy, and hold the headteacher to account for its implementation.



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### **The headteacher**

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHSE.

### **Staff**

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non - statutory components of RHSE

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

**The PSHE lead** is responsible for improving the standards of teaching and learning in RHSE through:

- monitoring and evaluating RHSE:-
  - pupil progress
  - provision of RHSE
  - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- Keeping up to date with recent RSHE developments.

### **13. Parental Involvement**

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in RHSE. We will:

- work closely with parents/carers when planning and delivering RSE
- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE
- give parents/carers every opportunity to understand the purpose and content of Relationships Education and RSE
- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum

There are opportunities each term when parents can discuss their children's progress with their teacher. Half termly curriculum letters provide information about the RHSE curriculum and how parents can support their children.



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Strategies for supporting children are shared at INSET, staff meetings and with other schools in the local cluster.

#### **14. How this policy has been produced**

This policy has been created by the PSHE lead in conjunction with staff, pupils and parents/carers.

#### **15. Review of this policy**

This policy will be reviewed according to the emerging needs of our school but at least every 3 years.

At the point of review, consultations will take place with the relevant stakeholders including, staff, pupils and parents/carers.

It will be produced by the PSHE lead.

#### **16. Further Policies**

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and child protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy
- Science policy
- ICT policy
- PSHE policy
- RE policy
- PE policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>