



## Relationships and Health Education Policy

Ratified	December 2020
Review	December 2021
Committee	Full Governing Body

### Introduction

"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."

(Secretary of state, Statutory Guidance DfE)

[The Relationships Education, Relationship and Sex Education and Health Education \(England\) Regulations 2019](#) have made Relationships and Health Education compulsory in all primary schools.

All primary schools **must** teach relationships and health education, but sex education is at the school's discretion. The DfE guidance goes on to recommend that all primary schools have a sex education programme tailored to the age and emotional age and emotional maturity of the children, drawing on knowledge of

the human life cycle set out in the national curriculum for science: how a baby is conceived and born.

### **How is Relationships and Health Education (RHE) delivered at Downlands?**

RHE is delivered through Personal and Social Health Education (PSHE) lessons. Specifically, Downlands Community School follows the [Jigsaw Mindfulness approach to PSHE](#). Further information about how relationships (R) and Health (H) education is mapped out within the scheme of work, which is available from the school upon request.

There are 32 outcomes ([DfE guidance pgs 20-21](#)) that the children should know by the end of primary school. These can be summarized as follows for health:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

... and for relationships:

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

We will teach these with sensitivity and well-judged teaching to be inclusive to all of our communities, using the Jigsaw PSHE scheme of work. We will comply with the Equality Act 2010 and will ensure as part of our teaching that LGBTQ+ is fully integrated in our curriculum. We will uphold the protected characteristics included

within this act and will not discriminate against pupils or our community because of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership. We will make reasonable adjustments to alleviate disadvantage and will be mindful to the SEND code of practice.

### **Rationale**

The aim of teaching RHE at Downlands Community School is to foster pupil wellbeing so that our children can develop resilience and characteristics that we know are fundamental to pupils being happy, successful and productive members of society. We aim to prepare our pupils for puberty and adulthood, reducing early sexual activity, teenage conceptions, sexual exploitation and abuse, domestic violence and bullying. We aim for our pupils to respect and care for themselves and others, ensuring they are assertive and have the confidence to say and do what is right. We recognize the importance of committed, long term, loving relationships and the importance of family life.

The focus at Downlands School is on the teaching of the fundamental building blocks and characteristics of positive relationships, learning about friendships, family relationships and relationships with other children and adults. Kindness, personal space, respect and boundaries (the forerunners to teaching about consent) shall all be discussed and taught explicitly. Parents do not have the right to withdraw their children from Relationships Education.

### **Outline of Relationships Education at Downlands School (Jigsaw PSHE)**

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

Pupils should know the characteristics of a healthy family life, that others' families sometimes look different, but that they should respect those differences and know that families are characterized by love and care.

- **Caring Relationships**

Pupils should know the characteristics of healthy, positive relationships, how important friendships are at making us feel happy and secure. How to manage conflict and how to seek help and advice from others.

- **Respectful Relationships**

Pupils should know the importance of respecting others, even when they are very different to them. That we should expect to be treated with respect and should respect others, including those in authority.

- **Online Relationships**

Pupils should know that sometimes people behave differently online, including pretending to be someone they are not. Children should know the rules and principles for staying safe online and how to report harmful content and contact.

- **Being Safe**

Pupils should know how to establish appropriate friendship boundaries, including physical and emotional. They should respond safely and appropriately to unknown adults and know how to recognize and report feelings of being unsafe, reporting concerns of abuse and to know where to get advice.

### **Outline of Health Education at Downlands School (Jigsaw PSHE)**

- **Mental well-being**

Pupils should know that mental wellbeing is a normal part of everyday life, in the same way as physical health. How to recognize and talk about their emotions, judging what they are feeling as being appropriate. To recognize and know where to go for help when worried about their own or others' mental health. To learn simple self-care techniques.

- **Internet safety and harm**

Pupils should be able to consider the effect of their online actions, understanding that the internet can be a negative place and how this can impact on their mental wellbeing. They should understand the impact of spending excessive time online and why age restrictions are in place for certain activities online.

- **Physical health and fitness**

Pupils should know the importance of regular exercise and the risks associated with an inactive lifestyle. How to seek help if they are worried about their health.

- **Healthy eating**

Pupils should know what constitutes a balanced diet and the impact of unhealthy eating. They should understand the principles of planning and preparing healthy meals.

- **Drugs alcohol and tobacco**

Pupils should know the facts about legal and illegal harmful substances.

- **Health and prevention**

Pupils should recognize the early signs of illness. The dangers of unsafe exposure to the sun, including skin cancer. They should understand the benefits of good sleep, dental and personal hygiene and the facts relating to allergies and immunization.

- **Basic first aid**

Pupils should know how to call emergency services and be able to deal with common injuries.

- **Changing adolescent body**

Pupils should know key facts about puberty, particularly from age 9 to 11 including physical, emotional changes and the menstrual cycle.

## **Sex education and the science curriculum**

Although sex education is not a statutory requirement in a primary school, elements of this are taught through the National Curriculum, mainly through Science. Parents do not have the right to withdraw their children from this aspect of the national curriculum.

### **EYFS and KS1**

- Living and non-living
- Males and females
- Keeping bodies safe
- Families and relationships (including LGBTQ)
- Growing from young to old.
- New babies
- Hygiene

### **Key Stage 1 National curriculum science**

- 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.

Non statutory note: Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

## **Key Stage 2 National curriculum science**

- Describe the difference in the life cycles of a mammal, amphibian, insect and bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Learn about the changes experienced in puberty.

Non statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

## **The role of parents and other professionals**

At Downlands, we are aware that the primary role in children's sex and relationships education lies with parents and guardians. Our aim is to build positive and trust driven relationships with the parents and guardians of our children through mutual understanding, trust and co-operation. We aim to:

- Inform parents/guardians about our RHE policy and teaching.
- To answer questions in regards to this.
- To take seriously any issues that parents raise with teachers or governors about this policy and the teaching of sex education within the curriculum.

We actively encourage other valued members of the community to work in partnership with us to provide help and support to our pupils and families.

## **Preventative Curriculum**

Schools have an important role in the delivery of a preventative curriculum; teaching children the knowledge and skills and also giving them the confidence to stay safe, protecting themselves against all forms of abuse.

Abuse is one of the worst, if not, the worst thing that can happen to a child and has far reaching and long-lasting consequences. Child abuse is usually hidden from view and a child may be too young, scared, ashamed or unable to tell anyone what is happening. In 2019/20 there were 59,890 children on child protection registers in the UK but many cases went unreported so true numbers of children are likely to be significantly higher. It is our legal duty to safeguard and promote the welfare of all of our pupils and we do this through a variety of ways.

At Downlands, we provide the children with the skills to recognize abusive behaviour and the understanding that abusive relationships are never acceptable or right. We support our children by:

- Introducing a whole school ethos that abuse in all of its forms is unacceptable.
- Responding to disclosures and child protection concerns quickly and efficiently; using My concern as a tool to do this.
- Promoting a listening school ethos.
- Offering appropriate support for children and staff dealing with abuse.
- Build children's self-esteem and confidence to develop respectful and healthy relationships.
- Work with outside providers to develop a range of enhancement opportunities.
- Teaching children how to stay safe.
- Participating in high quality child protection training.



- Highlighting children's rights and responsibilities.
- Following school policies that support this; Child protection, SEND and Prevent Policies.

### **Responding to disclosures**

In line with our Child protection policy;

All staff and volunteers will:

- Listen carefully to what has been said
- Avoid showing shock or unbelief
- Observe the child's demeanor
- Find an appropriate opportunity to explain that the information will need to be shared with others. They will not promise to keep the information confidential or a secret.
- Allow the child to continue at her/his own pace and not interrupt.
- Avoid leading questions.
- Reassure the child, if necessary, the s/he has done the right thing by talking about it.
- Explain what will happen next and with whom the information will be shared.
- Do not ask child to repeat disclosure.
- Record the information using My concern.

For more detailed information, consultation with the Downlands School Child Protection Policy should be made or contact with named Designated Safeguarding Leads.

## **Monitoring and review**

Monitoring is the responsibility of the Head teacher, Governors and subject lead. Views of staff, parents and pupils will also be taken into consideration. This policy is due for review in November 2021.

The following sources have been used in developing our curriculum and policy:

- Department for Education, Relationships and sex education (RSE) and health education 2019
- Jigsaw PSHE
- Department for Education, parental engagement on relationships education.
- The Equality Act 2010
- Sex and Education Policy Parklands Primary School