



Swanwick Primary School

# Relationships and Health Education Policy



***"Together We Achieve"***

This policy should be read in conjunction with the following:

PSHE Policy

Behaviour Policy: Promoting Positive Relationships

Safeguarding Policy

## Introduction

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two.

## Consultation with parents

The school understands the important role parents play in enhancing their children’s understanding of relationships and health. Similarly, we also understand how important parents’ views are in shaping the curriculum.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group/key stage
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum
- The list of terminology to be used with the children

Parents will be informed through the school website about the content of the Relationships and Health Education taught in each year group. Parents will be able to discuss the content with the appropriate member/s of staff via email to [ppod@swanwick.derbyshire.sch.uk](mailto:ppod@swanwick.derbyshire.sch.uk) and with a subject title of ‘RSE’. In addition, parents will be consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

## Curriculum Content

Relationships and health education focus on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

## Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

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

The table below shows the content and coverage as laid out in the DfE Guidance:

<b>Families</b>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring Relationships</b>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
<b>Respectful Relationships</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online Safety</b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue for themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

The following topics are covered within health education:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

The table below shows the content and coverage as laid out in the DfE Guidance:

<p><b>Mental wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• 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</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• 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)</li> <li>• 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</li> </ul>
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• For most people the internet is an integral part of life and has many benefits</li> <li>• 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</li> <li>• 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</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted</li> <li>• 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</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• Where and how to report concerns and get support with issues online</li> </ul>
<p><b>Physical Health and Fitness</b></p>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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</li> <li>• The risks associated with an inactive lifestyle (including obesity)</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>

<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• The principles of planning and preparing a range of healthy meals</li> <li>• 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)</li> </ul>
<b>Drugs alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• The facts and science relating to allergies, immunisation and vaccination</li> </ul>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
<b>The changing adolescent body</b>	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• Menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

## Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, the science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE). (Please see appendix 1 for coverage of the statutory content across the school's curriculum.)

Pupils will be mainly taught in their class groups. Single sex lessons will be used as deemed appropriate by the school e.g. about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships and health education
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy

### **Questions**

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the Relationships and Health Education Lead if needed.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged with opportunities to ask questions openly and in private e.g. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain supportively that this is not part of today's discussion and will discuss later
- Individual questions may be answered by the teacher at the end of the session
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact

### **Language**

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

We will consider how pupils who are new to English will be supported in accessing and understanding the language used in RSE lessons.

### **Respectful Language**

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word 'gay' to mean something is rubbish is wrong and will not be tolerated.

To tackle this, staff might say: 'you've used the word 'gay', but not in the right way.' As a result, pupils will hear references to, for example, 'gay,' 'straight' and different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

## **Training**

All staff members at the school will undergo training on a yearly basis to ensure they are up-to date with the relationship and health education programme and associated issues.

Members of staff responsible for teaching the subjects will undergo further training led by the relationships and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

## **Equality and accessibility**

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against:

- age
- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

For more information please see <https://www.gov.uk/government/publications/equality-act-2010advice-for-schools>

The curriculum will be 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 a mum and a dad, blended families (step/half siblings) single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. Staff will be mindful and sensitive to the fact that some children may have a different structure of support around them, for example looked after children or young carers.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary for pupils with a particular protected characteristic, we will consider our pupils' needs, including the sex and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be supporting pupils to think carefully of assuming distinct characteristics which can lead to negative gender stereotyping. For example, we will discourage negative characterisation of gender such as 'boys don't cry', or 'girls shouldn't play football' and support and challenge pupils to be aware of and sensitive to discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which sets out expectations of pupils.

## **Pupils with additional needs including SEND**

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with special educational needs and/or disabilities (SEND), including those with social, emotional or mental health needs, are entitled to learn about relationships and health education. The programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to deliver the programme appropriately to pupils with SEND.

## **Sex education**

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we **do not** teach pupils sex education beyond what is required of the science curriculum.

In line with our school's safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe.

## **Parents' right to withdraw**

Parents **do not** have the right to withdraw their children from relationships education or the programme of study as part of the statutory requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum (see appendices for objectives taught and terminology used). The changing of the adolescent body topics will be taught in single sex groups and, where possible, by a member of staff of the same sex.

Parents **do** have the right to withdraw their child from the non-statutory elements of the sex education curriculum however at Swanwick Primary School, we will only be teaching the statutory elements which children cannot be withdrawn from.

For further information please click on the following link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf)

## **Monitoring and review**

This policy will be reviewed on an annual basis by the PSHE lead, Headteacher/SLT and Governors. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. Any changes made to this policy will be communicated to all staff and parents through the school website.

The next scheduled review date for this policy is **Summer 2022**.

## Appendix 1 – Science in the National Curriculum

The following information shows the statutory aspects of Sex and Health Education within the Science National Curriculum

<b>Key Stage 1 (Years 1 and 2)</b>	<b>Key Stage 2 (Years 3, 4, 5 and 6)</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li><li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li><li>• Notice that animals, including humans, have offspring which grow into adults</li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li><li>• Describe the life processes of reproduction in some plants and animals</li><li>• Describe the changes as humans develop to old age</li><li>• Find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals</li><li>• Understand how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body</li></ul>

## Appendix 2 – Terminology

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use

The following is an agreed list of vocabulary, which will be used during taught sessions

<b>Vocabulary (list of examples but not exhaustive):</b>
Puberty, Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, Vulva, Labia, Clitoris, Cervix, Oestrogen, Penis, Foreskin, Testicles, Scrotum, Epididymis, Sperm, Sperm ducts, Prostate gland, Urethra, Ejaculation, Erection, Wet dream, Testosterone, Sexual intercourse, Penetration, Make Love, Pleasure, Egg, Ovum, Foetus, Zygote, Embryo, Umbilical cord, Amniotic fluid, Placenta, Amniotic sac, Cells, Contractions, Disease, Infection, Love, Relationship, Family, Marriage, Support, Caring, Loving, Consent, Heterosexual, Gay, Transgender, Lesbian, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia, Transphobia, Biphobia, LGBT+