

# Paxcroft Primary School Relationships and Health Education Policy

Reviewed: March 2023  
Next date of review: March 2024



## RELATIONSHIPS & HEALTH EDUCATION POLICY

This policy should be read and understood in with reference to the following school's policies and documents:

<b>SCHOOL DOCUMENTS, POLICIES AND PROCEDURES</b>
<b>School Policies</b>
Behaviour Policy
Bullying Policy
Drugs and Drug Related Incidences
Online Safety Policy
Safeguarding and child protection policy
Single Equality Policy
<b>DfE Publications</b>
<a href="#"><u>Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE 2019)</u></a>
<a href="#"><u>Keeping Children Safe in Education (DfE)</u></a>
<a href="#"><u>Promoting Fundamental British Values as part of pupils' spiritual, moral, social and cultural development in schools (DfE September 2014)</u></a>
<a href="#"><u>Preventing and Tackling Bullying (advice for schools including (advice on cyberbullying) (DfE July 2017)</u></a>

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1. Definitions:

- **Parent/s** refers to birth parents and other adults who are in a parenting role, for example step-parents foster carers and adoptive parents.
- **Protected characteristics** as defined by the Equality Act 2010 are:
  - age
  - disability
  - gender reassignment
  - marriage and civil partnership
  - pregnancy and maternity
  - race
  - religion or belief
  - sex
- **SEND** stands for Special Education Needs and Disabilities

## 2. Principles:

- In order to embrace the challenges of creating a happy a successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationship and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- The school acknowledges that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and therefore have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- Everyone faces difficult situations in their lives and these subjects can support young people to develop resilience, to know how and when to ask for help and to know where to access support.
- High quality, evidence and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.
- The school recognises that for many young people the distinction between the online world and other aspects of life is less marked than for some adults and that young people often operate very freely in the online world. This is taken into account in the planning and delivering of these curriculum subjects.
- At our school we want to put in place the key building blocks of health, respectful relationships, focusing on family and friendships in all contexts, including online.
- Teaching about mental wellbeing is central to these subjects. We are aware that children and young people are increasingly experiencing challenges and that young people are at particular risk of feeling lonely.
- This policy has been developed with reference to the statutory guidance<sup>1</sup> with regard to this subject areas, with further reference to the National Curriculum in order to coordinate delivery where the subject matter is complementary and/or overlaps and with reference to Jigsaw, our chosen scheme for delivering teaching of PSHE.

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<sup>1</sup> [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers \(DfE 2019\)](#)

### **3. Aims:**

- Through a good understanding of our pupils' faith backgrounds and through our positive relationships with local faith communities, we aim to create a constructive context for the teaching of these subjects.
- In fulfilling our statutory obligations with regards to the teaching of 'Relationships and Health Education' we aim to deliver the compulsory subject content in a sensitive way that is both age and developmentally appropriate and accessible for all pupils, including those with special educational needs and disabilities.
- We aim to teach these subjects as part of a broad and balanced curriculum, breaking them down into units of a manageable size in a carefully sequenced way within a planned programme of lessons.
- The school recognises that there may be understandable and legitimate areas of contention in delivering some aspects of this curriculum and our aim in teaching the statutory content of this curriculum is to provide pupils with the knowledge they need of the law whilst respecting the backgrounds and beliefs of pupils and parents.
- Through the teaching of these subjects we aim:
  - to give pupils the knowledge and capability to take care of themselves and receive support if and when problems arise
  - foster healthy and respectful peer-to-peer communication and behaviour between boys and girls
  - provide an environment which challenges perceived limits on pupils, based on their gender or any other characteristics
  - to make it clear to pupils that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up
  - to build a culture where sexism, misogyny, homophobia and gender stereotypes will not be tolerated, and
  - to help our pupils understand that healthy relationships, acceptable behaviour and the right of everyone to equal treatment is important and will help ensure that pupils not only treat each other well but go on to be respectful and kind adults

### **4. Developing our curriculum:**

**In the process of developing our curriculum we have referred to and worked within the framework outlined by the National Curriculum and expectations around the teaching of relationships.**

- **Vulnerable pupils and pupils with SEND:** We consider the vulnerability of particular pupils, including pupils with SEND, social, emotional and mental health needs, pupils with protected characteristics as defined by the Equality Act 2010, as well as identifying any specific issues that might impact on individual pupils on the delivery of this area of the curriculum.

## 5. Responsibilities

### Governors:

As well as fulfilling their legal obligations, the governing board should also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn and that
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### The school's responsibilities:

- Whilst the school will take into account the religious background of pupils when planning the teaching of these subjects and we ensure that we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are among the protected characteristics, we must also ensure that teaching reflects the law as it applies to relationships, so that young people clearly understand what the law does and does not allow and the wider legal implications of the decisions they make.
- Where it is felt to be appropriate or necessary, we will put in place additional support for pupils with particular protected characteristics<sup>2</sup>, should we believe this makes them more vulnerable.
- The teaching of 'Relationships Education' and 'Health Education' complements (and overlaps with) several other key subjects.<sup>3</sup> The curriculum lead teachers with responsibility for these subjects will have to work closely with colleagues in related curriculum areas to ensure that the content delivered in each subject area complements rather than duplicates what is covered.

## 6. Curriculum content, delivery and evaluation

### Relationships Education

- The key purpose of Relationships Education at primary school level is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.
- The curriculum is divided into 5 key areas under the following headings:
  - ***Families and people who care for me***
  - ***Caring friendships***
  - ***Respectful relationships***
  - ***Online relationships***
  - ***Being safe***
- 'Appendix A' sets out in greater detail the key contents of this area of the curriculum what pupils should know by the time they finish primary school

### Physical and mental wellbeing:

- 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 in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

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<sup>2</sup> 'Protected characteristics' are defined in the Equality Act 2010 and listed in section 1 above 'Definitions'

<sup>3</sup> For example citizenship, personal, social and health education (PSHE), physical education (PE), science and computing

- The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.
- A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.
- The curriculum is divided into 8 key areas under the following headings:
  - ***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***
- Puberty, including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset, thus ensuring that male and female pupils are prepared for changes that they and their peers will experience.
- 'Appendix B' sets out in greater detail what pupils should know by the time they finish primary school.

## **7. Safeguarding, reports of abuse and confidentiality**

- At the heart of these subjects there is a focus on keeping children safe, and as a school we play an important role in preventative education. [Keeping Children Safe in Education \(KCSIE\)](#) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.
- Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.
- Where a school invites external agencies in to support delivery of these subjects, they must agree in advance of the session how a safeguarding report should be dealt with by the external visitor. It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.
- KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

## **8. Policy review:**

- This policy will be reviewed every year (or earlier if required by a change in legislation).