

STANBURN PRIMARY SCHOOL



Relationship and Health Education Policy

Committee Responsible:	Governing Body
Review Date:	Autumn Term 2022
Reviewed By: (Committee Name)	Governing Body
Next Review Date:	Autumn Term 2023
Name and Signature:	

INTRODUCTION



Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.



Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and as a school we have chosen to therefore focus on Relationships Education.

The teaching of Relationship and Health education (RHE) is part of our curriculum and it is tailored to meet the needs of our pupils at each stage in their development and maturity, focusing on relationships. RHE covers a variety of topics, with particular emphasis on relationships, privacy, consent, rights & responsibilities, communication skills and scientific knowledge of the human body. RHE includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood – body health and management. We believe that the teaching of RHE will be shared with parents before the summer term. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support children need to grow and develop.

The Jigsaw RHE scheme relates to PSHE curriculum. It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the value of tolerance. We do not use RHE as a means of promoting any form of sexual orientation. Children will learn about Stanburn values and British values through all aspects of life and adapted to our school curriculum.

Staff and parents or carers are informed clearly about the statutory requirements regarding RHE and pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

Children are entitled to receive RHE at Stanburn Primary School and this is an opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development with differentiated provision if required.

This policy should be read in conjunction with the policies for:

1. Teaching and Learning
2. Personal, Social, Health and Economic Education (PSHE, Jigsaw Scheme)
3. Equalities
4. Science
5. Safeguarding
6. Inclusion

AIMS

As part of our mental health and wellbeing vision in Stanburn Primary School, we believe in empowering our pupils to develop 'lively and enquiring minds with which to acquire the knowledge and skills they will need throughout their lives'. We are therefore committed to ensuring that pupils are taught about the world that we live in today and leave Stanburn Primary School with an excellent understanding of our ever evolving society. As part of the curriculum, schools are expected to teach pupils about relationships and health education as it is now a statutory requirement. We believe in promoting positive and healthy relationships and helping our future generation to grow a happy and healthy mindset.

The aims of RHE at our school are to:

1. Provide a framework in which sensitive discussions can take place, using the Jigsaw Scheme
2. Prepare pupils for puberty, and give them an understanding of their development and the importance of health and hygiene
3. Help pupils develop feelings of self-respect, confidence and empathy
4. Create a positive culture around issues of health and relationships
5. Teach pupils the correct vocabulary to describe themselves and their bodies (as per the Jigsaw Programme)

STATUTORY REQUIREMENTS



Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education, though we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At Stanburn Primary School we teach RHE as set out in this policy.

DEFINITION



Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing information, and exploring issues and values. RHE is not about the promotion of sexual activity.



Article 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

CURRICULUM

At Stanburn Primary School, we base our RHE lessons on Jigsaw, a Personal, Social, Health, Economic (PSHE) Association Quality Assured scheme of work and adapt them to suit our school community. An overview is set out in Appendix 1 but we may need to adapt it as and when necessary.

The curriculum has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate and sensitive manner.

Primary RHE Education will focus on:

1. The fundamental building blocks and characteristics of positive relationships
2. Preparing boys and girls for the changes that adolescence brings.
3. Describing the life processes of reproduction in some plants and animals.

For more information about our curriculum, see our curriculum overviews in Appendices 1 and 2

DELIVERY OF RHE

RHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum using Jigsaw and our own resources /materials. Biological aspects of RHE are taught within the Science curriculum, and other aspects are included in PSHE lessons across the curriculum where is appropriate. The Personal Social Health and Education (PSHE) curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from relevant external organisations on appropriate resources.

Being Me In My World – includes understanding my place in the class, school and global community as well as devising learning charters.

Celebrating Differences – includes anti bullying (cyber and homophobic and transphobic bullying) diversity work.

Dreams and Goals – includes goal setting, aspirations for yourself and the world working together.

Healthy Me – includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

Relationships - Includes understanding friendship, family and other relationships, conflict resolution and communication skills. (See appendix 1)

Changing Me - This unit includes reproduction, relationships and health education in the context of coping positively with change. (Includes age-appropriate reproduction education)

1. Families and people who care for me
2. Caring friendships
3. NSPCC PANTS/My Body My Rules Learning.

INCLUSION

For pupils with special educational needs on EHC plans, the delivery of the RHE curriculum will be discussed at their annual review and any adaptations needed will be detailed on their SEND Support Plan, with agreed outcomes and suggested strategies. The teacher and SENCo should agree in consultation with parents and pupils the interactions, support and any adjustments that are needed. The information will be shared with all relevant staff and professionals including appropriate strategies and approaches that are required. Support should be based on meeting the agreed learning outcomes and on reliable evidence of effectiveness. The school will aim to work in partnership with parents to provide appropriate support at home and at school.

ROLES AND RESPONSIBILITIES

The Governing Body - will approve the RHE policy, and hold the Headteacher to account for the implementation of this policy.

The Headteacher - is responsible for ensuring that RHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science components of RHE. The PSHE leader is responsible for ensuring staff are fully prepared monitoring the teaching and learning of this area in the line with the policy.

Staff - are responsible for:

- 1 Delivering RHE in a sensitive way.
- 2 Modelling positive attitudes
- 3 Monitoring progress.
- 4 Responding to the needs of individual pupils.
- 5 Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RHE.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with subject leader in the first instance and then SLT Leaders and the Headteacher.

Pupils - are expected to engage fully in RHE and when discussing issues related to RHE, treat others with respect and sensitivity.

PARENTS' RIGHT TO WITHDRAW



Article 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

1. Parents do not have the right to withdraw their children from relationships education.
2. Parents have the right to withdraw their children from the non-science components of reproduction education within RHE.
3. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.
4. Alternative work will be given to pupils who are withdrawn from certain aspects by the parents/carers, with the parents/carers ensuring that the content covered by their peers is done so at home appropriately.

TRAINING

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development programme. The subject leader will also invite visitors from outside the school, such as school nurses or other health professionals, to provide support and training to staff teaching RHE.

MONITORING ARRANGEMENTS

The delivery of RHE lessons is monitored by the linked Assistant Head Teacher for each phase and overseen by the curriculum leader.

1. Planning scrutiny.
2. Book looks
3. Learning walks
4. Discussions with the children

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the PSHE leader and Senior Leadership Team annually. At every review, the policy will be approved by the Headteacher and Curriculum Committee.

Appendix 1: Curriculum Overview (Jigsaw Scheme – Relationships from Reception to Year 6 and **Science Curriculum in from Reception to Year 6**)

Year Group	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Summer 1	Family life, Friendships, Breaking friendships, Falling out, Dealing with Bullying, Being a good friend.	Resources: Lonely child photo, Family puzzle or picture, Staff photo on IWB, Angry photos, Mirror, Puppets, calming music, Song” You got a friend”,(Toy Story Song), “True friends” by Miley Cyrus Parents to provide photo of a child and their family prior to the lesson Outdoor area: Prams, babies, water tray to bathe the babies. Garden area: provide tools to dig. Generate conversation of things that they may do at home. Books of puppets: Jigsaw Jennie
Year 1	Summer 1	I can tell you why I appreciate someone who is special to me and express how I feel about them Belonging to a family Making friends, being a good friend, physical contact preferences, People who help us, Qualities as a friend and person, Self – acknowledgment, Being a good friend to myself, Celebrating special relationships	Jigsaw Journal Jigsaw Chime Family cards and game Books: Todd Parr: The family book Book: “The rights of the child in words and pictures” UNICEF
Year 2	Summer 1	I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving techniques to resolve conflicts with my friends Different types of family Physical contact boundaries	Jigsaw Journal, Families Power Point Books:”Who is in a family? ”by Robert Skutch “Don’t tell lies, Lucy!” by Phil Roxbee Cross Poem: “I Have a secret” by J Thomtom

		Friendship and conflict, Secret, Trust and appreciation, Expressing appreciation for special relationship	
Year 3	Summer 1	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen I can explain how some of the actions and work of people around the people help and influence my life</p> <p>I show awareness of how this could affect my choices</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>Jigsaw Journal, Male and female cards, both cards,</p> <p>Power Point: "Solve it together technique".</p> <p>Power Point: "Children around the world" Oxfam World</p> <p>Power Point slide: "Articles UNCRC"</p> <p>Friendship cards, conflict scenarios,</p> <p>Danger in Home posters (kitchen and bathroom)</p>
Year 4	Summer 1	<p>Relationship web</p> <p>I can identify the web of relationships that I am part of starting from those closest to me and including those more distant</p> <p>Love and loss</p> <p>I can identify someone I love and can express why they are special to me</p> <p>Memories</p> <p>I can tell you about someone I love and can express why they are special to me</p> <p>Are animals special?</p> <p>I can explain different points of view on an animal right issue</p> <p>Special pets</p> <p>I understand how people feel when they love a special pet</p> <p>Celebrating My Relationships with People and Animals</p> <p>I know how to show love and appreciation to people and animals who are special to me</p>	<p>Jigsaw Chime</p> <p>Jigsaw "Calm me script"</p> <p>Post it notes</p>
Year 5	Summer 1	<p>Self- recognition and self- worth. Building self –esteem , Safer</p>	<p>Jigsaw Journal, Human figure paper,</p>

		<p>online communities, Rights and responsibilities online, Online gaming and gambling, Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMAART internet safety rules</p>	<p>Friends scenario cards</p> <p>Make friends/ Break friends scenario cards</p> <p>Power Point: Boyfriend, girlfriend couples.</p> <p>Diamond 9 cards” You might go out with someone because.....”</p> <p>Personal Record Sheet</p> <p>,Mending friendships poster, Solve it together technique,</p> <p>You Tube Clip: CEOP</p> <p>“Be Smart on the Internet”</p>
Year 6	Summer 1	<p>My relationship web</p> <p>I can identify the most significant people to be in my life</p> <p>Love and Loss</p> <p>I know some of the feelings we can have when someone dies or leaves</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>Being safe with Technology</p> <p>I understand how technology can be used to try to gain power or control and I can be used to try to gain power or control and I can used strategies to prevent this from happening</p>	<p>Jigsaw Chime,</p> <p>Calm me script</p> <p>Michael Rosen: “ The sad book”</p> <p>Power point –stages of grief, cards</p> <p>Jigsaw journals</p> <p>Cyberbullying film;</p> <p>“Let’s fight it together”</p> <p>BE SMART internet poster</p> <p>Keeping myself safe online quiz</p> <p>Coping with Loss scenario: Cards</p> <p>Power Point: Stages of grief,</p> <p>Loss or change cards</p> <p>Chatroom abbreviations</p> <p>Online quiz</p>

The DfE statutory guidance states (p. 23) the following in relation to Sex Education: **"The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals."** 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."

Year Group	Science Programme of Study – Statutory requirements	Science Programme of Study – Non statutory notes and Guidance	Vocabulary
Year 1	<p>Animals, including Humans</p> <p>Pupils should be taught to: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><i>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</i></p>	<p>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p>
Year 2	<p>Animals, including Humans</p> <p>Pupils should be taught to: Notice that animals, including humans, have offspring which grow into adults</p> <p>Pupils should be taught to: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><i>They should also be introduced to the process of reproduction and growth in animals. The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.</i></p>	<p>baby, toddler, child, teenager, adult</p>
Year 5	<p>Animals, including humans</p> <p>Pupils should be taught to: describe the changes as humans develop to old age</p> <p>Living things and their habitats</p> <p>Pupils should be taught to: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life processes of reproduction in some plants and animals</p>	<p><i>Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty.</i></p> <p><i>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals</i></p>	<p>gestation period, pregnancy, live birth</p> <p>sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation</p>

Year 6	<p>Evolution and inheritance</p> <p>Pupils should be taught to: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p><i>Pupils should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments</i></p>	<p>evolution, inherit, adaptation, organism, offspring</p>
--------	--	---	--

Appendix 2 Parent form: withdrawal from non-science components within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			