

STANBURN PRIMARY SCHOOL



Relationship and Health Education Policy

Committee Responsible:	Governing Body
Review Date:	Autumn Term 2023
Reviewed By: (Committee Name)	Governing Body
Next Review Date:	November 2024
Name and Signature:	

INTRODUCTION

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 each half-term through year group curriculum newsletters. RHE also 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/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 and alongside our Social & Emotional Wellbeing Provision, 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

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

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.

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 of our Summer 2 unit 'Changing Me' is set out in Appendix 1 but staff may choose to adapt lessons and topics 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 half-termly [Curriculum Newsletters](#) and subject overviews in Appendix 1.

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 deemed appropriate. The Personal Social Health and Education (PSHE) curriculum includes issues of disability, difference and valuing diversity. Where necessary, 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.

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

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 SENDCo 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 to teach lessons through 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 the 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

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 may 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 Year Group Leaders and overseen by the curriculum leader.

1. Planning scrutiny
2. Book looks
3. Learning walks
4. Discussion 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 Governing Body.

Appendix 1: Curriculum Overview for Summer 2 ‘Changing Me’ (Jigsaw Scheme from Reception to Year 6) and Primary Science Curriculum.

 Summer 2 - RHE - Changing me			
	Weekly lesson	Learning intentions	Vocabulary
Reception	My Body	To name parts of the body	Chest
	Respecting my body	I can tell you some things I can do and foods I can eat to be healthy	
	Growing up	I understand that we all grow from babies to adults	
	Fun and fears Part 1	I can express how I feel about moving to Year 1	
	Fun and fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1	
	Celebration	I can share my memories of the best bits of this year in Reception	
Year 1	Life cycles	I am starting to understand the life cycles of animals and humans	Breasts Nipples
	Changing me	I can tell you some things about me that have changed and some things about me that have stayed the same	Penis Testicles
	My changing body	I can tell you how my body has changed since I was a baby	Vulva Bottom Anus
	Boys' and girls' bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these	
	Learning and growing	I understand that every time I learn something new I change a little bit	
	Coping with changes	I can tell you about changes that have happened in my life	
Year 2	Life cycles in a nature	I can recognise cycles of life in nature	Breasts Nipples
	Growing from young and old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	Penis Testicles
	The changing me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	Vulva Bottom Anus
	Boys' and girls' bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private	Private Public
	Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	
	Looking ahead	I can identify what I am looking forward to when I move to my next class	
Year 3	How babies grow	I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby.	Uterus Womb Birth
	Babies	I understand how babies grow and develop in the mother's uterus/ I understand what a baby needs to live and grow.	
	Family stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	
	Looking Ahead	I can identify what I am looking forward to when I move to my next class	

Year 4	Unique me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	Puberty Menstruation Menstrual cycle Period pants Menstrual pads
	Puberty and menstruation	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this → <i>Boys and girls to be taught separately</i>	Periods Ovaries Vagina Oestrogen Vulva
	Circles of change	I know how the circle of change works and can apply it to changes I want to make in my life	
	Accepting change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	
	Looking ahead	I can identify what I am looking forward to when I move to a new class	
Year 5 <i>*Puberty lessons taught as part of Science curriculum</i>	Self and body image	I am aware of my own self-image and how my body image fits into that	Puberty Menstruation Menstrual towels Menstrual pads
	Puberty for girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	Periods Ovary Vagina Oestrogen
	Puberty for boys	I can describe how boys' and girls' bodies change during puberty	Vulva Womb Uterus
	Looking ahead 1	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	Sperm Semen
	Looking ahead 2	I can identify what I am looking forward to when I move to my next class.	Testicles/Testes
Year 6	My self-image	I am aware of my own self-image and how my body image fits into that	Embryo Foetus Placenta Umbilical cord
	Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	Contractions Cervix Wet dream
	Babies: conception to birth	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	
	Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it	
	The Year ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	

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

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			