



Relationships and Health Education Policy

Completed by
C Eynon
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Rationale:

Definition

The following policy refers to Relationships Education at Minet Junior School.

We define Relationships Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up and puberty. Sex Education is covered through the 'Animals Including Humans' unit in the National Science Curriculum. Sex education is defined in this policy as preparing children for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

Relationships Education is an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.

Relationships Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Aspects of Relationships Education are taught as an integral part of the school's PSHE and science provision throughout the primary school from Year 3 to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Relationships Education and Ofsted:

The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

The 2019 Ofsted framework also states:

'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

Moral and Values Framework:

The Relationships Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Relationships Education Policy will be complementary with the Religious Education Policy of our school.

Statutory Requirements

Schools are obligated to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public Sector Equality Duty (PSED).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender identity, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a maintained primary school, we must provide Relationships Education (RSE) to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education; however, we are required to teach the elements of sex education contained in the National Science Curriculum. RSE is taught in the summer term in 'Relationships'.

Whereas relationships education is taught in PSHE, the biological elements of RSE are taught in KS2 science lessons through the 'Animals Including Humans' science unit. RSE is adapted for SEND. Correct scientific terminology for anatomical body parts are used by all teaching staff during these lessons.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Minet Junior School, we teach Relationships and Health education as set out in this policy.

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons. Parents also cannot withdraw their children from the statutory National Science Curriculum. Parents have the right to withdraw their children from the non-statutory components of sex education (taught in year 5 and 6 only) within Relationships Education.

Policy Development

At Minet Junior School, the review process of this policy followed recommended processes as laid out by the Hillingdon Local Authority and the statutory guidance from the DfE. In January of 2021, the Assistant Headteacher (Rosalie Taylor) attended a working group with other schools and the local authority to develop an action plan, share best practice and statutory guidance, and review Relationships and Sex Education (RSE) policies. Following feedback from

the working group, this policy has been developed in consultation with staff, pupils and parents, based on feedback from previous meetings about RSE content.

1. **Review** – a member of school staff/members of the Relationships Education working party looked through the existing Relationships Education policy as well as local and national guidance for Relationships Education. The working party then reviewed the Relationships Education policy reflecting any advice and changes at local and national level.
2. **Staff consultation** – Staff were consulted via a staff survey. The results of this survey informed the policy development and also informed additional support needed to enhance the delivery of RHE.
3. **Parent consultation** – Parents were invited on to a RHE working party and gave feedback on the policy and consultation process. Parents were consulted via an online RHE parents survey. The results of this survey informed the policy development and also identified additional work that was needed with parents to raise their awareness and knowledge of RHE in Minet Junior school.
4. **Pupil consultation** – We consulted with pupils from each year group via a survey completed with their teacher. The results of this survey were then used to inform the policy and inform the delivery of RHE in our school. A pupil focus group was also held so that pupils could feed into the content of the policy.
5. **Governor consultation** - Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
6. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

Roles and Responsibilities

RSE Coordination:

RSE is coordinated by the PSHE and Science leaders in the school, with support from the Senior Leadership Team. Staff are supported in teaching RSE through annual inset training and support with planning. They are given clear objectives to be taught which link to the National Curriculum for Science and the guidance from the Government on Relationships Education.

The Board of Governors

- The Board of Governors will approve the Relationships Education policy and hold the headteacher to account for its implementation.

The Headteacher

- The Headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education.

Staff

- Staff are responsible for:
 - Delivering Relationships Education in a sensitive way
 - Modelling positive attitudes to Relationships Education
 - Monitoring progress
 - Responding to the needs of individual pupils
- Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.
- All teaching staff, including cover teachers, will deliver Relationships Education lessons.

Pupils

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

Aims and Objectives

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

The aims of Relationships and Health Education at our school is to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Be prepared for puberty and understand the basic changes that happen during puberty;
- Understand how to keep their bodies healthy and clean
- Understand how to keep themselves and their bodies safe
- Help pupils develop feelings of self-respect, confidence and empathy
- Help pupils recognise and form healthy friendships
- Provide a framework in which sensitive discussions can take place
- Foster respect for the views of other people

At Minet Junior School, we also believe that for children to understand and display our shared values and British Values, Relationships and Health Education(RHE) is vital. The delivery of our RHE curriculum directly supports the values we hold in our school and work to instil in all of our pupils moving forward with their education and lives.

Equal Opportunities:

Minet Junior School believes that Relationships Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education to all pupils and their differing needs. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships Education. Equal time and

provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

After consultation we have agreed on the on the following for Minet Junior School:

- Y4 lessons on menstruation will take place in gender specific groups.
- Y5 and 6 lessons on the changing adolescent body will take place in gender specific groups.
- Appropriate methods of teaching to ensure the needs of children with special educational needs, physical disabilities and learning difficulties are met. This will be done based on individual needs.

Provision for pupils who are looked after:

- The school works in close partnership with carers and other professionals e.g. social workers in regards to any looked after children on roll at Minet
- Our family support officer, Wendy Page, supports any referral and request for support from outside agencies with regard to relationships and health education.

Child Protection:

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

The school will refer to Hillingdon's thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead (DSL) for advice and to discuss the case prior to making any referral for services.

The DSL at Minet Junior School is Rosalie Taylor, and there is a team of up to date DSL trained staff including Kellie Ryan (Safeguarding Lead) and Kelly Gubbin (Deputy Designated Safeguarding Lead) who support this role.

DfE's 2022 document on 'Keeping children safe in education' - statutory guidance for schools and colleges <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children 2018
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Partnership with Parents

The school views parents as partners in the delivery of Relationships and Health Education. Parents will be informed about the PSHE programme at the start of the academic year as part of information provided on what their children will be learning.

Access to the content will also be made available upon request. Prior to the Relationships and Health aspects of the PSHE curriculum being delivered, parents will be sent a letter (two weeks prior to teaching) outlining what the children will be learning and how parents can support this learning.

The school will liaise with parents through:

- School website
- Letters
- Annual curriculum workshops

The school encourages parents to discuss Relationships Education with their headteacher, PSHE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

Right to Withdraw:

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons. Parents also cannot withdraw their children from the statutory National Science Curriculum. Parents have the right to withdraw their children from the non-statutory components of sex education (taught in year 5 and year 6 only) within Relationships Education.

Requests for withdrawal from these lessons should be put in writing and addressed to the headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

Appendix 1: Curriculum Coverage:

Relationships Education	Health education
<p>Families and people who care for me</p> <ul style="list-style-type: none"> ○ that families are important for children growing up because they can give love, security and stability. ○ 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. ○ 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 ○ 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. ○ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ○ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> ○ that mental wellbeing is a normal part of daily life, in the same way as physical health. ○ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations ○ 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. ○ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ○ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ○ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ○ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ○ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ○ 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). ○ it is common for people to experience mental ill health. For

	<p>many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>
<p>Caring friendships</p> <ul style="list-style-type: none"> ○ how important friendships are in making us feel happy and secure, and how people choose and make friends. ○ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ○ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ○ 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. ○ 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. 	<p>Internet safety and harms</p> <ul style="list-style-type: none"> ○ that for most people the internet is an integral part of life and has many benefits. ○ 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. ○ 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. ○ why social media, some computer games and online gaming, for example, are age restricted. ○ that 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. ○ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ○ where and how to report concerns and get support with issues online.
<p>Respectful relationships</p> <ul style="list-style-type: none"> ○ 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. 	<p>Physical health and fitness</p> <ul style="list-style-type: none"> ○ the characteristics and mental and physical benefits of an active lifestyle. ○ 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.

<ul style="list-style-type: none"> ○ practical steps they can take in a range of different contexts to improve or support respectful relationships. ○ the conventions of courtesy and manners. ○ the importance of self-respect and how this links to their own happiness. ○ 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 ○ 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. ○ what a stereotype is, and how stereotypes can be unfair, negative or destructive. ○ the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<ul style="list-style-type: none"> ○ the risks associated with an inactive lifestyle (including obesity). ○ how and when to seek support including which adults to speak to in school if they are worried about their health.
<p>Online relationships</p> <ul style="list-style-type: none"> ○ that people sometimes behave differently online, including by pretending to be someone they are not. ○ 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. ○ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ○ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<p>Healthy eating</p> <ul style="list-style-type: none"> ○ what constitutes a healthy diet (including understanding calories and other nutritional content). ○ the principles of planning and preparing a range of healthy meals. ○ 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).

<ul style="list-style-type: none"> ○ how information and data is shared and used online. 	
<p>Being safe</p> <ul style="list-style-type: none"> ○ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ○ 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. ○ that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ○ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ○ how to recognise and report feelings of being unsafe or feeling bad about any adult. ○ how to ask for advice or help for themselves or others, and to keep trying until they are heard. ○ how to report concerns or abuse, and the vocabulary and confidence needed to do so. ○ where to get advice e.g. family, school and/or other sources. 	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> ○ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
	<ul style="list-style-type: none"> ○ Health and prevention ○ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ○ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ○ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ○ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

	<ul style="list-style-type: none"> ○ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ○ the facts and science relating to allergies, immunisation and vaccination.
	<p>Basic First Aid:</p> <ul style="list-style-type: none"> ○ how to make a clear and efficient call to emergency services if necessary. ○ Concepts of basic first-aid, for example, dealing with common injuries including head injuries.
	<p>Changing adolescent body</p> <ul style="list-style-type: none"> ○ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ○ about menstrual wellbeing including the key facts about the menstrual cycle.

Sex Education	Science
<ul style="list-style-type: none"> ○ questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. ○ Sexual reproduction in humans ○ Reproductive cycle in humans 	<ul style="list-style-type: none"> ○ identify, name, draw and label the basic parts of the human ○ describe the changes as humans develop to old age ○ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 2: Relationships Education Learning Objectives (taken from our PSHE scheme of work)

Year	Lesson Content for Relationships Education Lessons
Year 3	<ul style="list-style-type: none"> • Children will learn that in humans and animals lots of changes happen as they grow from babies to fully-grown (i.e. puppy to dog, calf to cow, baby to adult). • Children will understand the names for male and female body parts and understand some of the changes that will occur as they grow older • Children will learn about the PANTS rule (https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/) • Children will understand that babies grow inside a mother’s womb and get their nutrients to grow from the mother. • Children will explain what things babies need in order to survive (food, shelter, clothing, care). • Children will explore stereotypes and family roles • Children will explore their thoughts, feelings and hopes for the new school year.
Year 4	<ul style="list-style-type: none"> • Children will understand that their characteristics and traits come from their parents (i.e. eye colour, hair colour, skin colour) • Children will understand the terms for internal and external body parts for male and female bodies and how bodies will change in puberty • Children will learn about the changes that happen to females during puberty (menstruation) • Children will understand how to manage conflict with friends • Children will understand that some changes are out of their control (i.e. loss, changing family structures, etc.) • Children will learn coping skills for dealing with change in their lives.
Year 5	<ul style="list-style-type: none"> • Children will explore and understand self-esteem and body image • Children will learn about physical and emotional changes for males and females in puberty • Children will understand that a baby is made when a sperm and egg meet and that sometimes people have IVF in order to reproduce • Children will explore what they are looking forward to when they become a teenager • Children will explore their thoughts, feelings and hopes for the new school year
Year 6	<ul style="list-style-type: none"> • Children will be aware of their self-image and body image • Children will learn about the physical and emotional changes for males and females in puberty

	<ul style="list-style-type: none">• Children will learn about the importance of personal hygiene during puberty• Children will understand how a baby develops from conception through the nine months of pregnancy.• Children will explore how to develop and have a positive self-esteem• Children will understand different types of relationships they may have as they grow older (i.e. friendships, boyfriend/girlfriend) and boundaries• Children will explore things they are looking forward to about secondary school and worries they have• Children will complete activities to support their transition to secondary school.
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Lessons in bold and highlighted in yellow can be opted out of by parents.
See Right to Withdrawal.

Appendix 3: Vocabulary

Vocabulary is progressive, so each year group will use their own vocabulary plus vocabulary from the years prior to support student learning and understanding.

Year Group	Vocabulary
Year 3	<ul style="list-style-type: none"> o Differences o Personal space o Personal boundaries o Good friendships o Peer pressure o Unhealthy friendships o Safe Adults o Tricky Adults (Unsafe Adults) <p><u>Review from Year 2:</u></p> <ul style="list-style-type: none"> o Penis o Testicles o Vulva o Breasts
Year 4	<ul style="list-style-type: none"> o Body change o Puberty o Testicles o Genitals o Nipple o Pubic hair o Hygiene o Vagina o Menstruation o Cervix o Period o Fallopian tube o Womb o Egg o Menstrual products (Pads, Period Pants, Pantliners)
Year 5	<ul style="list-style-type: none"> o Physical changes o Emotional changes o Body hair o Relationship o Positive and negative relationship o Personal information o Communication o Labia o Clitoris <p>Sexual intercourse lesson (parents can withdraw from this lesson):</p> <ul style="list-style-type: none"> o Sexual intercourse (sex)

	<ul style="list-style-type: none">o Sperm (semen)o Eggo Fertilizedo Embryoo embeddedo Pregnancyo Birth
Year 6	<ul style="list-style-type: none">o Wet dreamo Erectiono Masturbation <p>Sexual intercourse lesson (parents can withdraw from this lesson):</p> <ul style="list-style-type: none">o Sexual intercourse (sex)o Sperm (Semen)o Eggo Fertilizedo Embryoo embeddedo Pregnancyo Birth