

# **Colebourne Primary School**

## **Relationship education and Health education policy**

**This policy will not be confirmed until after full consultations with staff, parents and governors.**

Written by: Stuart Guest (Headteacher)

Approved by the governing body on:

**Version 2: October 2021**

**Updated timeline of consultation**

**Updated to reflect new scheme of work (Jigsaw)**

**Update to reflect LA policy guidance**

**Updates to reflect new school values**



## **OTHER DOCUMENTS**

This policy should be read in conjunction with:

Relationships Education, Relationships and Sex Education (RSE) and Health Education;

*Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers:*

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### **Other related documents & policies**

- Education Act 2002
- Keeping Children Safe in Education 2021
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- RE Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- OFSTED School Inspection Handbook
- United Nations Convention on the Rights of the Child

## **OVERVIEW**

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

From September 2020 it is a legal requirement to teach Relationships and Health Education at primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

## **SCHOOL CONTEXT**

Our school community comes from a wide and diverse society. This policy is very clearly created within the context of the statutory requirements for primary schools, but with clear acknowledge and acceptance that a small amount of content within the requirements may conflict with the beliefs held by some of our community. At Colebourne we ensure that staff are trained and equipped to respond appropriately. We follow a clear pathway, when needed, which involves:

- Stating the rule of law
- Acknowledging people may have different views and referring children back to parents, where appropriate
- Affirming the school values and ensuring respect

Where appropriate, faith perspectives will be taught alongside the main content.

## **POLICY DEVELOPMENT AND CONSULTATION**

The policy has been developed through consultation with our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

## **RELATIONSHIPS AND HEALTH EDUCATION**

At Colebourne, understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about the understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

Relationships and Health Education does not include teaching about sex in primary school (and the schools policy on that subject is explained further below).

## Aims and Objectives of this policy and the relationships education curriculum:


- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually
- Relationship Education provides a foundation for further work at secondary school
- To help young people to respect themselves and others
- To support pupils through their physical, emotional and moral development
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene
- To help pupils understand the significance of stable relationships and its importance for family life
- To help pupils move more confidently and responsibly into and through adolescence
- To help pupils to understand a range of views and beliefs about relationships
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs

## MORAL AND VALUES FRAMEWORK

### Our approach we encourage:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

It will also strongly support the children to CARE:

At Colebourne, we work together to be...		
	<b>Compassionate</b>	<i>We care for and help ourselves and others. We accept people for who they are.</i>
	<b>Ambitious</b>	<i>We do the best we can and work hard to reach our goals.</i>
	<b>Respectful</b>	<i>We are polite and considerate to others. We respect differences and welcome everyone. We follow rules.</i>
	<b>Engaged</b>	<i>We concentrate and contribute to learning and school life.</i>

...because at Colebourne, we **C.A.R.E.**

## CONTENT OF PROGRAMME PRIMARY

The full statutory requirements can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The main areas of the **Relationship Education** content are:

<b>Heading</b>	<b>Example objectives (1<sup>st</sup> objective from each section)</b>
Families and people who care for me	<ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li></ul>
Caring friendships	<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></ul>
Online relationships	<ul style="list-style-type: none"><li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li></ul>
Being safe	<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></ul>

The main areas of the **Health Education** content are:

<b>Heading</b>	<b>Example objectives (1<sup>st</sup> objective from each section)</b>
Mental wellbeing	<ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li></ul>
Internet safety and harms	<ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits.</li></ul>
Physical health and fitness	<ul style="list-style-type: none"><li>• the characteristics and mental and physical benefits of an active lifestyle.</li></ul>
Healthy eating	<ul style="list-style-type: none"><li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li></ul>
Drugs, alcohol and tobacco	<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>
Health and prevention	<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></ul>
Basic first aid	<ul style="list-style-type: none"><li>• how to make a clear and efficient call to emergency services if necessary.</li></ul>
Changing adolescent body	<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></ul>

## OUR APPROACH

The many aspects of the guidance for relationship and health education are already covered in other areas of the Colebourne curriculum.

At Colebourne, the specific requirements for RHE is mainly taught through progressive PSHE units (Nursery to Year 6) using a published scheme of work from JIGSAW.



- There are 6 units each year for each year group
  - Bring me in My World
  - Celebrating Difference
  - Dreams and Goals
  - Healthy Me
  - Relationships
  - Changing me

Parent information about this scheme can be seen on the school website [Health and Relationships Education webpage](#): including a document called: What is Jigsaw, the mindful approach to PSHE (ages 3-11)? A guide for parents and carers

There is also much overlap of the HRE objectives into the existing national curriculum and Colebourne curriculum, including:

- National curriculum subjects: Science, Computing, Physical Education, Religious Education and Design Technology
- Whole school and class assembly focus areas
- Class Assemblies
- Special days (e.g. internet safety; respect week; culture week, Black history, Children in need)
- Use of visits and visitors

Some of the visits and visitors we have include:

- Women's Aid (Y6)
- Police visits (various)
- Life base (Y5 and Y6 drugs awareness)
- NSPCC assemblies (pants rule, neglect and abuse)
- SafeSide (Y5 trip – safety)
- LIME: Stolen Lives Scheme (Y5 and Y6)

## **THE EQUALITIES ACT**

As a public body we are bound in law to ensure that our practices comply with the Equalities Act. Within this act is a section called: Public sector equality duty. The Equality Duty ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all.

The Equality Duty replaces the three previous public sector equality duties – for race, disability and gender. The new Equality Duty covers the following protected characteristics:

- age
- disability
- gender reassignment
- pregnancy and maternity
- Race -this includes ethnic or national origins, colour or nationality religion or belief–this includes lack of belief
- sex
- sexual orientation

It also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination.

The Equality Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

At Colebourne we actively aim to ensure that children understand the different protective characteristics, why they are protected in law and how they link in with the school values. These are covered across the Jigsaw units.

We aim to portray positive images and content of people from a diverse section of society (covered by the Equalities Act) as part of everyday teaching across the curriculum. For example: Women scientists; different ethnicity writers and poets; disability awareness; various family groups represented in books etc.

Specific information about LGBTQ content in the Jigsaw Scheme can be found on the school website [Health and Relationships Education webpage](#) in the documents:

- What does Jigsaw teach about LGBT+ relationships?
- How does Jigsaw approach gender identity?



## **SEX EDUCATION**

The only teaching that Colebourne will provide about sex education is that which is included in the National Curriculum for Science. Parents do not have a right to withdraw their child from these lessons.

- This scheme of work has been planned by school staff
- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected
- The discrete puberty unit will be taught in Year 5 in selected single sex groups by trained, confident staff
- The discrete reproduction unit will be taught in Year 6 in selected single sex groups by trained, confident staff
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school
- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated
- Resources used have been selected through the parent and staff partnership and the materials selected are appropriate for each year group and enhance the learning
- Meetings are available each year for parents in those years groups to view the materials and ask any questions.

### **AREAS OF RESPONSIBILITY:**

#### **Head Teacher and Governors**

- Ensure the framework is followed
- Ensure that this policy is made available to parents
- When developing and amending this policy, work with parents and listen to their views

#### **Teaching Staff**

- Implement this policy with the guidance of senior leaders in the school
- Ensure that the policy is followed in applied practice
- Liaise with the governors on the teaching of RHE and (Sex Education) in school as required
- Liaise with parents and feedback any concerns, following the school's usual procedures
- Respond to the needs of pupils, following the school's usual procedures

## **SPECIFIC ISSUES**

### **Confidentiality**

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

### **Changing Facilities for Physical Education; Upper Key Stage 2**

In our school we ensure that pupils are offered privacy when changing for physical education.

Separate facilities will be offered to maintain privacy and self-esteem.

### **Answering Difficult Questions**

- If a pupil/student asks a difficult question during a whole class session, staff will be expected to answer honestly and factually
- Where possible, pupils will be encouraged to use the question box, where available, which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents
- Teachers will focus heavily on the importance of healthy relationships
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern

## **WORKING WITH PARENTS**

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role.

On an annual basis parents will be specifically informed about the discrete lessons on sex education and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place.

Parents will be consulted when this Relationship and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with a member of the senior leadership team who they feel most comfortable with.

Any complaints will be addressed through the school's complaints procedure.

## **PROVISION FOR MENSTRUATION**

All classes in Years 5 and 6 have stock of sanitary products. Children are encouraged to speak to a member of staff they feel comfortable with about any needs.

Sanitary disposal units are situated in the Year 5 and Year 6 children's toilets.

## **EQUAL OPPORTUNITIES/INCLUSIVITY**

The school's Relationships and Health [and sex] Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

## **SPECIAL EDUCATIONAL NEEDS**

The content of curriculum is adapted based on the needs of the children, including those who have SEND.

We ensure all children have access to content that is appropriate to their chronological age as well as their emotional age and adaptations are made as appropriate.

## **MONITORING AND EVALUATION**

This policy will be managed by the PSHE Co-ordinator/Science Coordinator and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board.

The policy will be reviewed annually during the initial 3 years and then every 3 years afterwards.

## **DISSEMINATION OF THE POLICY**

A summary of this policy will appear in the school prospectus and a full copy on the website.

Parents will be supplied with a fully copy on request.

The policy will be communicated to all staff and governors.

## **RATIFIED BY**

**PSHE Lead:** Stuart Guest / Kate Taylor

**DATE:**

**Head Teacher:** Stuart Guest

**DATE**

**Named Governor:** tbc

**DATE:**

**REVIEW DATE:** Autumn Term **(Annually)**

### **Timeline of Consultation and Actions:**

<b>DATE</b>	<b>KEY EVENT</b>	<b>MONITORING</b>
July 2019:	Draft policy presented to staff and governors for initial comments	Completed
July 2019:	Start of mapping of new guidance into existing units of work	Completed
Sept 2019:	Draft policy available to stakeholders including parents and views sought	Completed
September/ October 2019:	Parent update meeting to discuss policy and implementation of guidance, including mapping tool	Completed
October / November 2019:	Policy – including any amendments taken before the Full Governing Body for Approval.	Completed
November 2019 onwards:	Regular reviews and updates to stakeholders in developing provision and mapping of objectives	Completed
July 2020	Final mapping for all aspects of the content requirements complete and published on the school website.	NOT COMPLETED – DUE TO PANDEMIC
September 2020:	Full implementation of the Relationships Education and Health Education requirements	NOT COMPLETED – DUE TO PANDEMIC
<b>Updated timeline</b>		
October 2021	Presentation to Governors on new scheme, policy and approach	
October/November 2021	Parent Consultation meetings – on new scheme, policy and approach w	
December 2021	Final Policy and Scheme of work in place	