



Windmill Hill Primary School

(RSE) Relationships and Health Education Policy.

Statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – last updated July 2020.

Relationships Education is compulsory in Primary schools – Sex education is not compulsory in Primary schools

Context

From September 2020 schools are expected to teach the compulsory curriculum. In light of the Covid disruption it is expected that they “had regard” to the DfE guidance, have a “good rationale” for prioritising what they have implemented and have “clear and effective plans to address any gaps before the end of the 2021-22 academic year”.

This policy is to clarify the school’s statutory responsibilities in regard the teaching of Relationships and Health Education.

Our School Community and the teaching of Relationships and Health Education

We define relationships and health education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, committed relationships and family life. We believe that Relationships Education is a key vehicle for promoting equality, inclusion and social justice.

The school’s approach and the content of its sex and relationships teaching will be differentiated appropriately to reflect the different ages and levels of maturity of the pupils being taught. In this school effective sex and relationship education is seen to be essential if young people are to make responsible and well informed decisions about their lives. It will not be delivered in isolation. It will be firmly rooted within PSHE and the curriculum. It will be part of lifelong learning about physical, moral and emotional development. It will be about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It will also be about the appropriate teaching about

sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity

Responsibilities.

Parents

We are clear that parents and carers are the prime educators for their children on many of these matters. Our school aims to complement and reinforce this role and to provide the appropriate building blocks to enable our pupils to form healthy, respectful relationships focusing on family and friendships, including online. There will be a focus on staying healthy both physically and in terms of mental wellbeing

Governors

Will ensure that the school fulfils its statutory requirements in the delivery of an appropriate curriculum, that suitable resources are in place and that the policy is monitored and evaluated. That the content of the curriculum meets Equalities Duty legislation and is accessible to all pupils including those with Special Educational Needs

Staff

Will be responsible for the delivery of the curriculum through appropriate age related approaches.

Curriculum information

By the end of Primary School pupils should know:

About Family Life

- The importance of **family life** including the characteristics of effective family life including, protection and care and sharing time together.
- 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.

About Caring Friendships

- 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.

About Respectful Relationships

- 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.
- 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.

About Online Relationships

- 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.
- how information and data is shared and used online.

About Being Safe

- 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.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of Primary School.

Pupils should know about:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Parental Right of withdrawal

DFE Statutory Guidance states –*“There is no right to withdraw from Relationships Education or Health Education.”*

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate,

with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept.

Monitoring and evaluation of the policy

1. The governing body and head teacher will involve parents in developing and reviewing our sex and relationship education policy to ensure that this policy reflects parents' wishes and the culture of the community we serve
2. Learners will be taught about the nature and importance of marriage for family life and bringing up children but also recognizing that there are strong and mutually supportive relationships outside marriage.
3. Learners will be taught the significance of marriage and stable relationships as key building blocks of community and society.
4. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.
5. Learners will be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice
6. Relationship education will contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.
7. Relationship education will not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.
8. It will enable young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.
9. There will be a graduated, age-appropriate programme of sex and relationship education. Teaching methods will take account of the developmental differences of children.
10. Relationships and Health Education will be included in the Head Teacher's termly report to governors. Parents will complete an annual feedback questionnaire and their views sought in the continuing development of this aspect of the curriculum.

Conclusion

The following information has been forwarded to parents and any views put forward taken into account in the drafting of this policy.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

The school makes use of the Jigsaw PSHE and further information can be found here.

https://www.jigsawpshe.com/primary-pshe-scheme-of-work-including-statutory-relationships-and-health-education/?infinity=ict2~net~gaw~ar~491901325433~kw~~mt~b~cmp~England%20-%20PSHE&gclid=Cj0KCQjw4cOEBhDMARIsAA3XDRh1230OR-pfzXTB4Awukl5DKqG7KTjbknjnUBpSVdr2uC6i7KII5eAaAnTZEALw_wcB

Effective relationship education will be achieved through a whole-school approach, which will ensure that the school's policy and educational programme is tailored to the age and the physical and emotional maturity of the children. Staff will be given appropriate training and support to carry out their work sensitively.

This policy will be reviewed annually, or earlier in the event of changes to Legislation and/or statutory guidance.