

The John Moore Primary School

Relationship and Health Education

School Policy

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1 Introduction

At The John Moore Primary School we understand the importance of effective, yet sensitive relationship and health education that is taught in the context of respect, both for one-self and for others. Encompassed in this teaching is the non-statutory teaching of sex education.

We believe that Relationships and Health Education (RHE) should ensure that all appropriately aged pupils:

- Develop confidence in talking, listening and thinking about feeling and relationships
- Understand the importance of love in a relationship, where both partners are equally valued
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help
- Are prepared for puberty

2 What is RHE? (Including Sex Education (RSHE))

RHE is about the emotional, social and physical aspects of growing up, relationships and health.

RHE aims to equip children and young people with the accurate information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships and which will help them go on, beyond primary school, to take responsibility for their sexual health and wellbeing.

In line with the DFE 2000 Guidance, the focus of RHE at The John Moore Primary School is on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships and relationships with other children and with adults in all contexts, including online.

Our RHE teaching is the key part of our Personal, Social, Health and Citizenship Education (PSHCE) provision, ensuring a clear understanding of how explicitly linked physical and mental health care is embedded in the school.

The key elements of Relationships Education have been split into five sections:

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

3 Aim

The overall aim of the school is to promote pupils spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.

The aim of RHE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

Research has shown that a comprehensive RHE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active.

Young people who feel good about themselves are more knowledgeable and confident about relationships, are more likely to be more discerning in their relationships and sexual behaviours and are also more likely to have healthy, safe and fulfilling relationships.

Keeping Safe in Education 2020 sets out that all schools should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. Our RHE curriculum at The John Moore Primary School is key to this provision. We can play an important role in preventative education.

4 Statutory Requirement

The Relationships Education and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020.

Sex Education is not compulsory in primary schools; however, puberty is covered in the Relationships and Health Education content and the Department for Education (DfE) continues to recommend that all primary schools should have a sex education program tailored to the age and physical and emotional maturity of the pupils.

In addition, the National Curriculum for Science 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.

At The John Moore Primary School, we link this work in Science to our PSHCE curriculum around health and relationships and respond to the children's questions in an age appropriate way. However, if a parent wishes to withdraw their child from sex education beyond the National Curriculum for Science, we uphold that right and would welcome a discussion around any concerns.

Effective methods to communicate the school's approach to RHE, including the parental/carer right to withdraw their child, are through the school website, prospectus, the RHE policy and letters to parents/carers informing them of the arrangements for teaching RHE in Upper Key Stage Two.

Parents/carers are also informed that the RHE curriculum is an essential vehicle in supporting a school's statutory duty to:

- Safeguard and promote the welfare of their children
- Advance the 2010 Equality Act
- Encourage the spiritual, moral, social and cultural development of pupils
- Foster British Values

- Prepare children and young people for the challenges, opportunities and responsibilities of adult life

5 Equal Opportunities

The law now states that all pupils should have access to RHE that is relevant to their particular needs. To achieve this, The John Moore Primary School's approach to RHE will take account of:

- **Ethnic and Cultural Diversity**

Different ethnic and cultural groups may have different attitudes to RHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic and cultural groups.

- **Varying Home Backgrounds**

We recognise that our pupils come from a variety of family situations and home backgrounds.

- **Sexuality**

Some of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Pupils may also have LGBTQ parents/carers, siblings, other family members and/or friends. Our approach to RHE will include sensitive, honest and balanced consideration of sexuality. We always promote a gender -neutral environment, where each child is seen as a unique and wonderful individual.

- **Special Educational Needs**

We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RHE needs.

6 A Whole School Approach

Teaching staff are all involved in the school's RHE provision; as well as delivering the curriculum, they all play an important pastoral role by offering support to pupils.

Teachers will be consulted about the school's approach to RHE and aided in their work by provision of resources, background information and access to appropriate training, support and advice from experienced members of staff.

Non-teaching staff may be involved in a supportive role in some RHE lessons and also play an important (formal or informal) pastoral support role with pupils.

They will have access to information about the RHE programme and be supported in their pastoral role.

Governors have responsibilities for school policies.

They will be consulted about the RHE provision and policy.

Parents/carers have a legal right to have information about the school's RHE provision. They may have access at any point to the programme of work and are invited to come into school to discuss the content of the lessons and to view the resources used.

The class teacher, the PSHCE subject leader or a member of the SLT would be willing to work with them at any point. However, under the new statutory guidance, parents cannot withdraw their children from Relationships Education, they may only withdraw their child from sex education beyond the National Curriculum for Science.

The school will, however, seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers; we will take time to address concerns and allay any fears.

Outside agencies and speakers may be involved in contributing to RHE lessons.

The school will only work with agencies and speakers who are appropriate to the pupils' needs.

Pupils have an entitlement to RHE and pastoral support appropriate to their age and circumstance.

They will be consulted about their RHE needs and their views will be central to developing the provision.

7 The taught RHE Program

We follow the GHLL (Gloucestershire Healthy Living and Learning) Primary RHE scheme of work, which is a graduated, age appropriate programme.

The units run from Reception to Year 6. Some further elements of RHE are taught through Science.

7.1 By the end of Key Stage One pupils will:

- Know the basic rules for keeping themselves safe and healthy
- Understand about safe places to be and safe people to be with
- Know why families and carers are special for caring and sharing
- Be able to recognise and compare the main external parts of the human body
- Know the names of the main external parts of the body including agreed names for reproductive organs
- Know and understand the ways they are similar and different to others
- Know and understand that they have control over their actions and bodies
- Recognise the pressure of unwanted physical contact and know ways of resisting it

7.2 By the end of Key Stage Two pupils will:

- Be able to recognise and compare the main external parts of male and female human bodies including agreed names for reproductive organs
- Know the names of the main internal parts of the body including agreed names for reproductive organs
- Know about the physical changes that take place at puberty, why they happen and how to manage them
- Understand why it is important to know how to keep themselves clean
- Understand that safe routines can stop the spread of viruses
- Understand genetic inheritance
- Understand there are different types of families to theirs
- Be able to challenge gender stereotyping
- Be able to identify the adults they can trust and ask for help
- Be self-confident in a wide range of situations
- Recognise their own worth
- Be able to discuss moral questions
- Recognise the pressure of unwanted physical contact and know ways of resisting it
- Know how to keep themselves safe when involved in risky situations, including online

8 Ground Rules

Teachers are careful to ensure that personal beliefs and attitudes do not influence the teaching of RHE. To this end, ground rules are always agreed upon to provide a common values framework within which to teach.

There are clear parameters as to what will be taught in the whole class setting and what will be dealt with on an individual basis.

Ground rules (outlined in the appendices) will ensure that:

- Pupils are given preparation so that they will know how to minimize any embarrassment they feel.
- No one (teacher nor pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- The school's confidentiality/safeguarding policies are adhered to

9 Answering difficult questions

When delivering the RHE objectives, teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours.

Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small groups.

The John Moore Primary School will consider what is appropriate and inappropriate in a whole class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later.

At The John Moore Primary School we believe that individual teachers must use their skill and discretion in these situations and could refer to the RHE Subject Leader or Designated Safeguarding Lead.

9.1 Dealing with Questions when teaching Puberty and Sex Education

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a “question box.” The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- Teachers should respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the head teacher should be informed and the usual safeguarding/child protection procedures followed.

10 Monitoring and Evaluating

The RHE programme and policy are regularly evaluated and reviewed. The views of pupils, staff and governors are used to make changes and improvements to the programme on an ongoing basis.

We ensure that all pupils have equal access to the RHE programme through a thorough process of monitoring, evaluation and assessment which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

At the end of each year, teachers review the RHE programme they have implemented and pass on any comments to the PSHCE Leader as part of their monitoring cycle. The RHE policy is reviewed on an annual basis taking into account the feedback from teaching staff, pupils and parents. Governors consider evaluations and recommendations before amending the policy.

11 Confidentiality and Sensitivity

Teachers conduct RHE lessons in a sensitive manner and in confidence.

Good RHE practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled.

School staff cannot promise absolute confidentiality if approached by a pupil for help and must make this clear to pupils. Should disclosures be made to a member of staff by a child, regarding their (or a peer's) possible involvement in sexual activity or a concern about a friend or peer, the school's Confidentiality and Safeguarding Policies should be referred to.

All staff are familiar with the policies and know the identity of the members of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

12 Support available to pupils

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring, sensitive support for pupils in a variety of ways. Staff may be approached for help on an individual basis, offering a listening ear and where appropriate, information and advice.

All members of school staff work together to support pupils' emotional health and wellbeing needs. Our "Sparkle Hub" acts as a "safe space" for children to work and talk through emotional needs with trained Pastoral Staff.

Where appropriate, pupils can be referred to external agencies such as Mental Health Practitioners. The school will keep up to date with the development of local services and national helplines for young people and form working relationships with local agencies that are relevant to pupil needs.

13 Professional Development for Staff

Staff are kept informed of developments in key aspects of RHE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meeting and INSET days.

14 Links to other Policies and Advice

PSHCE Policy

Behaviour Policy

Health and Safety Policy

Safeguarding/Child Protection Policy

School Visits

Confidentiality Policy

Equality Policy

Anti-Bullying Policy

Intimate Care Policy

Relationship and Sex Education Guidance -DfE

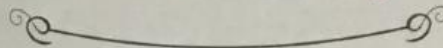
15 Appendix 1, Ground Rules

RELATIONSHIPS
& SEX EDUCATION

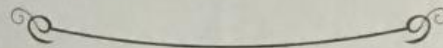
Ground Rules for RSE



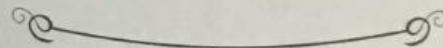
*No one will be expected
to answer a personal question*



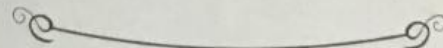
*No one will be forced to take part in a
discussion; everyone has the right to opt out*



*Only the correct names for
body parts will be used*



*The meanings of words will be
explained in a sensible and factual way*



Everyone will listen and respect each other



*Other people's secrets are
not ours to share*



16 Appendix 2, DfE Statutory Guidance excerpt.

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance.

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know:</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>Caring friendships</p>	<p>Pupils should know:</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>Respectful relationships</p>	<p>Pupils should know:</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. • 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.

	<ul style="list-style-type: none"> • 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.
Online relationships	<p>Pupils should know:</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. • how information and data is shared and used online.
Being safe	<p>Pupils should know:</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.