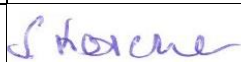




## Relationships and Health Education Policy

<b>Date approved</b>	July 2022	<b>Approved by</b>	Standards Committee
<b>Review cycle</b>	1 year	<b>Signature</b>	
<b>Date for review</b>	July 2023	<b>Author</b>	Lia Copestake

### Rationale

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education.

### Aims

1. Through this subject, Newton's walk intends to support all pupils to be happy, healthy and safe; we want to equip them for adult life and to make a positive contribution to society.
2. A key part of this relates to relationships and health education, which must be delivered to every pupil. Primary schools also have the option to decide whether pupils are taught sex education.
3. Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-reliance.
4. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.
5. It is the school's responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all pupils.
6. This policy sets out how the relationships and health curriculum will be delivered and organised within the PSHE curriculum.
7. Newton's Walk has a key role, in partnership with parents/carers in providing relationships and Health education
8. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships, are more likely to be discerning in their relationships and behaviours and to have fulfilling relationships.

### Legal Framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

This Policy operates in conjunction with the following school policies:

- Curriculum statement
- PSHE Policy
- Confidentiality Policy
- Child protection Policy
- Anti-Bullying Policy
- Spiritual, Moral, Social and Cultural Policy
- School improvement Plan
- Healthy Schools Action Plan
- Science Policy
- E-Safety Policy

### **Relationships Education at Newton's Walk**

The focus for primary age pupils should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This will be primarily taught within the weekly PSHE lessons that are age-appropriate with clear learning objectives.

By the end of Primary School:

	<b>Pupils should know</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<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> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust,</li> </ul>

	<p>sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with</li> <li>• people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<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> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources</li> </ul>
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## Physical Health and mental wellbeing

The focus at Newton's Walk is on teaching the characteristics of good physical health and mental wellbeing. Teachers will be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This will be primarily taught within the weekly PSHE lessons that are age-appropriate with clear learning objectives.

By the end of Primary School:

	<b>Pupils should know</b>
<b>Mental wellbeing</b>	<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> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>

<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<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>
<b>Health and prevention</b>	<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> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>

	<ul style="list-style-type: none"> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<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> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### **Roles and responsibilities**

A whole school approach will be adopted to the teaching of Relationships and Health Education and this actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding this, in particular:

- Within the taught, age appropriate, PSHCE and Science programmes managed by the PSHE co-ordinator and Science co-ordinator
- The School Nurse
- Healthy Schools Team
- Family officers for liaison with the families
- Support staff both within lessons and around school
- Via visits from NSPCC and other professional organisations

### **Teaching methods and resources**

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding.

Health and Relationships Education is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class.

For example:

- Nobody (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- In all cases the correct (scientific) names for body parts will be used
- The meanings of words will be explained in a sensible and factual way.

Active learning methods, which involve student's full participation, will be used.

Relationships and Health Education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher.

### **How we work with parents and stakeholders?**

All parents and carers are contacted via Newsletter with detailed information about the PSHE curriculum. In regard to RSE, a letter is sent every half term to clarify the intended content which is different for each year group.

## **Withdrawal from lessons**

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes or any topic that is covered in the science curriculum.

Requests to withdraw a child from sex education will need to be made in writing or via email to the Head of Primary: [lia.copestake@newtonswalk.derby.sch.uk](mailto:lia.copestake@newtonswalk.derby.sch.uk)

Before granting a withdrawal request, the Head of Primary will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Head of Primary will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the pupil with RSE.

Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the RSE lead will take the pupils' specific needs into account when making their decision.

### **How are staff trained?**

The School is a member of the PSHE Association whereby all staff can access national updates. Staff meeting time is used to train staff ensure a whole school understanding.

### **How is this subject assessed?**

PSHE and RSE is assessed through end of topic pupil and staff analysis. Work scrutiny and lesson visits are planned throughout the year to quality assure all aspects of PSHE and RSE.

**Outside agencies and speakers** are involved in inputting to lessons and as points of referral as support services for pupils.

The school will only work with agencies and speakers who are appropriate to pupil needs.

We will work in partnership with them and jointly plan their work within the school. The school will also promote relevant helping agencies that students can access.

Teaching resources are selected on the basis of their appropriateness to pupils. In most cases teachers and school staff will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner.

Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHCE co-ordinator for advice and support. Teachers will also adhere to the following guidance:

- Teaching staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting

- If a pupil's question is inappropriate to address with the whole class the appropriate adult should acknowledge the question and attend to it later on an individual basis
- If a question is too personal, the teacher/HLTA/TA should remind the pupils of the ground rules
- Appropriate adults will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The appropriate adult will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons
- If an appropriate adult is concerned that a pupil is at risk of sexual abuse the Head Teacher/Designated Safeguarding Lead should be informed and the usual child protection procedures followed.

### **Equal Opportunities**

Children may have varying needs regarding their Relationships and Health Education depending on their circumstances and background.

The school strongly believes that all pupils should have access to relationships and Health education that is relevant to the complexity of some pupils' needs and programmes will be tailored appropriately.

To achieve this, the school's approach will take account of:

- **The needs of boys as well as girls;** Girls tend to have a greater access to Relationship and Health Education than boys, both through the media and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.
- **Ethnic and cultural diversity;** Different ethnic and cultural groups may have different attitudes. 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.
- **Sexuality;** some pupils may define themselves as gay, lesbian, bi-sexual or trans-gender or queer (LGBTQ). Some pupils may have LGBTQ parents / carers, brothers or sisters, other family members and / or friends. All our pupils will meet and work with LGBTQ people. Our approach to relationships and health education will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.
- **Special educational needs;** we take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular Relationships and Health Education needs.
- **Parental concerns and withdrawal of pupils;** Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of Relationships and Health Education that are taught in National Curriculum Science or where associated issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about our Relationships and Health Education provision.

If a parent/carer has any concerns about this provision we will take time to address their concerns and allay any fears they may have.

If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.



**The nature of support available to pupils**

The school takes its role in the promotion of pupil welfare seriously. Staff will endeavour to be approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through their support staff or those adults that they trust. They offer a listening ear and, where appropriate, information and advice.

The school will keep up to date about the development of local services and national help lines for young people, promote their existence to pupils and endeavour to form working relationships with local agencies that are relevant to student needs.

**Confidentiality and informing parents/carers**

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to students.

Child protection procedures must be followed when any disclosures about abuse are made.

**Monitoring and Evaluation**

The programme is regularly evaluated by the PSHE co-ordinator. The views of the Headteacher, pupils, teachers and Designated Safeguarding Lead are used to make changes and improvements to the programme on an ongoing basis.

**Policy development and review**

This policy document was produced in consultation with the school community, including pupils, parents, school staff and Governors.