

Relationships *and Health Education* A Model Policy for Primary Schools



Name of School: Fairhouse Primary School

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1. Background

The UK government has passed The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017, which made Relationships Education compulsory for all pupils receiving primary education and Relationships And Sex Education (RSE) compulsory for all pupils receiving secondary education. These Regulations also made Health Education compulsory in all schools except Independent Schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

The Department for Education also published guidance as to the content of the Relationship Education and Health Education.

The effect of this legislation is that from September 2020, all state-funded primary schools will have to deliver two new subjects "Relationships Education" and "Health Education". These subjects should sit within a wider framework of Personal, Social, Health Education, which has been described by the Chief Medical Officer as a bridge between health and education^{1, 2}.

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

Although these are important educational subjects in their own right, research evidence⁽³⁻⁶⁾ suggests that learning about relationships and health promotes well-being and can also improve academic attainment.

These subjects represent a huge opportunity to help children and young people develop knowledge and attributes to support their own, and others', well-being and attainment and help them to become successful, and happy adults, who make a meaningful contribution to society.

Primary Schools also can decide whether they also teach 'Sex Education' in addition to that already being addressed as part of the National Curriculum, Science.

2. Aims of the PSHE Relationships and Health Education

At Fairhouse Primary School, we place a high priority on ensuring our children have all the necessary knowledge and skills to succeed in life. We acknowledge the link between developing character and the impact this has on academic improvement. We aim for every child to leave this school with a strong moral compass and self-motivation to be a good citizen in today's world. We also aim to equip them with the necessary skills and knowledge to ensure they maintain healthy and positive relationships.

Relationships education is not about sexual relationships.

Children's learning about Relationships Education, is mutually supportive of, and contributes to learning about Health Education, which includes physical health and mental well-being. Physical health and mental well-being are interlinked, and it is important that pupils understand that good physical health contributes to good mental well-being.

The aim of teaching pupils about physical health and mental well-being is to give them the information that they need to make good decisions about their own health and well-being, promote pupils' ability to regulate their emotions and to reduce stigma attached to mental health issues.

Children's learning in Relationships Education and Health Education will support the wider work of the school in helping to foster pupil well-being, develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

3. Statutory Requirements

Relationships education is compulsory in primary schools from September 2020, so all pupils must take part in these lessons. The DfE Guidance is equally clear that Schools ultimately make the final decisions and engagement does not amount to a parental veto.

Sex education is not compulsory for primary schools. At Fairhouse, we use the Jigsaw scheme of work for all content relating to sex education.

Other aspects of sex education will not be covered unless safeguarding concerns determine otherwise. Parents will be informed in advance if that happens.

Health Education is also statutory and focuses on learning about the characteristics of good physical health and mental well-being and the relationship between good physical health and good mental well-being. Pupils also learn about puberty and the changing adolescent body as part of Health Education.

4. Delivery of Relationships Education

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn in Relationships Education by the end of Year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

4.1 Families and people who care for me

- Families are important for children growing up because they can give love, security and stability.
- 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.

- 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.
- 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.
- 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.

4.2 Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.

4.3 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.
- 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.
- 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.

4.4 Online relationships

- People sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- 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.

4.5 Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- 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.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

5. Delivery of Health education

Health Education is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental well-being, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

The Department for Education (DfE) has set out guidance on what children must learn in Health Education by the end of Year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

5.1 Mental well-being

- Mental well-being 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 well-being 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 well-being.
- 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 well-being or ability to control their emotions (including issues arising online).
- 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.

5.2 Internet safety and harms

- For most people the internet is an integral part of life and has many benefits.

- 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 well-being.
- 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.

5.3 Physical health and fitness

- 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.
- 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.

5.4 Healthy eating

- 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).

5.5 Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

5.6 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.
- 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.

5.7 Basic first aid

- 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.

5.8 Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual well-being including the key facts about the menstrual cycle.

6. Sex Education

Definition of Sex Education

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings (covered in the statutory Health Education curriculum) and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

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.

The table below outlines the content, by year group, that we teach at Fairhouse Primary School. This is following the 'Jigsaw' scheme of work. The specific elements that relate to sex education are in *italics* for ease of reference.

Year 1	<ul style="list-style-type: none"> • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina
Year 2	<ul style="list-style-type: none"> • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
Year 3	<ul style="list-style-type: none"> • I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • I can identify how boys' and girls' bodies change on the outside during this growing up process • I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up
Year 4	<ul style="list-style-type: none"> • I understand that some of my personal characteristics have come from my birth parents <i>and that this happens because I am made from the joining of their egg and sperm</i> • <i>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</i> • I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
Year 5	<ul style="list-style-type: none"> • I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally • I can describe how boys' and girls' bodies change during puberty • <i>I understand that sexual intercourse can lead to conception and that is how babies are usually made</i>

	<ul style="list-style-type: none"> • <i>I also understand that sometimes people need IVF to help them have a baby</i>
Year 6	<ul style="list-style-type: none"> • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • I can ask the questions I need answered about changes during puberty • <i>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</i> • <i>I understand how being physically attracted to someone changes the nature of the relationship</i>

6.1 Parents' right to withdraw their children from lessons

Parents have the right to withdraw their children from sex education lessons that are taught as part of the Relationships Education or PSHE curriculum.

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal form can be obtained from the school office and requests will be placed in the pupil's file so that parents' wishes are on record. The headteacher will discuss the request with any parent/carer wishing to withdraw their child and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Before withdrawing, we will seek to outline the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

The head teacher will automatically grant the request to withdraw a pupil from sex education and alternative work will be given to pupils who are withdrawn from sex education.

Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

There is no right to withdraw from any aspects of Relationships Education or Health Education.

7. References

- 1 Annual Report of Chief Medical Officer 2012 Our Children Deserve Better: Prevention Pays
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/255237/2901304_CMO_complete_low_res_accessible.pdf
- 2 Hayman J. (2016) *Personal, social, health and economic education: the bridge between public health and education* International Journal of Health Promotion and Education (pp157 – 161) Vol 54 – Issue 4
<https://www.tandfonline.com/doi/abs/10.1080/14635240.2015.1111770>
- 3 The link between pupil health and well-being and attainment Public Health England / National Association of Headteachers (2014) Ref 2014491 <https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment>
- 4 Literature Review Evaluating the Impact of PSHE on Students' Health, Well-being and Academic Attainment (2017) Pro Bono Economics
<https://www.probonoeconomics.com/sites/default/files/files/PSHE%20Evidence%20Review%202017.PDF>
- 5 A curriculum for life: The case for statutory Personal, Social, Health and Economic (PSHE) education (2017) The PSHE Association <https://www.pshe-association.org.uk/system/files/Curriculum%20for%20life%20December%202017%2012.06%2019%20Dec.pdf>
- 6 Gutman L.M. and Vorhaus J. (2012) *The Impact of Pupil Behaviour and Well-being on Educational Outcomes* Institute of Education, University of London Research Report DfE RR-253
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf
- 7 Framework Guidance on Character Education from the Department for Education (2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/849654/Character_Education_Framework_Guidance.pdf

8. Appendix

Withdrawal from Sex Education form

You have the right to withdraw your child/children from sex education content that is taught as part of the Relationships Education or PSHE curriculum. Our Relationships and Health Education Policy states that the headteacher (or deputy head) will contact you to arrange a meeting to discuss this with you, in the hope that we can:

- explain the content that is taught
- discuss the reason(s) behind this decision
- reach an agreement that allows us to teach this subject to your child/children in a way that best meets their needs

Please fill out the information below and sign the declaration.

My name:	
My child's name and class <i>e.g. Ellie Carter 4R</i> <i>(if you wish to withdraw more than one child, indicate all names here)</i>	
Date:	
Reason(s) behind decision	

By withdrawing my child/children:

- I understand the negative social and emotional effects that may arise as a result. This can include the feeling of being excluded, as well as the likelihood of my child/children hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if you propose to deliver sex education at home instead)
- I understand that this withdrawal **does not** include any content from the science curriculum programmes of study (which includes growth and reproduction), as this is compulsory.

Signature	
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