CROXBY PRIMARY SCHOOL

RELATIONSHIP AND HEALTH EDUCATION POLICY

Effective Date: September 2024

Date of minuted approval by the Governing Body: October 2024

Review Committee: Primary Local Board

Review Date: October 2025

Owner: Headteacher

This policy should be read along with the Child Protection and Safeguarding Policy and the Behaviour Policy

At Croxby, we recognise the importance of providing pupils with an education that equips them for the opportunities, responsibilities, and experiences of adult life. A key element of this is Relationships and Health Education (RHE), which is compulsory for every primary-aged pupil. We acknowledge our responsibility to deliver a high-quality, age-appropriate, and evidence-based RHE curriculum for all students. This policy outlines the framework for our RHE curriculum, ensuring clarity on how it is developed, organised, and delivered. At Croxby, we provide a comprehensive approach that prepares pupils to understand healthy relationships, emotional well-being, and personal safety, both now and in the future.

Rationale
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-efficacy. The focus is 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. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

Guidelines

Teachers will:
- Deliver a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Use a variety of teaching methods and resources, including scenario-based lessons, to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships, and health education.
  Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Liaise with the SENCO to identify and respond to individual needs of pupils with SEND.

Organisation of the Curriculum

- For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- For the purpose of this policy, "health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's 'Set for Success' Personal Development curriculum.
- The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.
- The school always considers the age and development of pupils when deciding what will be taught in each year group.
- The school plans a progressive curriculum in which topics and key concepts are built upon prior knowledge taught in previous years as pupils progress through the school, with a view to providing a smooth transition to secondary school.

Delivery of the curriculum

The relationships and health curriculum (see Appendix A) will be delivered as part of our personal development curriculum. Through effective organisation and delivery of the Set for Success lessons, we will ensure that:

- Core knowledge is sectioned into focussed units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- Classes may be taught in smaller groups (including gender groups), dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the academy's E-safety Policy.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.
- Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.
- Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.
- Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Equality and accessibility
The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics.
- The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Withdrawing from the subjects
- Relationships and health education are statutory at primary, and parents do not have the right to withdraw their child from the subjects.
- As sex education is not statutory at the primary level, except for the content covered within the science curriculum, parents will be consulted before pupils receive Year 6 sex education lessons. Parents will have the right to request to withdraw their child from all or parts of the sex education curriculum that extend beyond the statutory requirements of the primary science curriculum. This ensures that parents are informed and involved in decisions regarding their child's education in these sensitive areas.

Appendix A

Relationships education overview

<u>**Relationships**</u>

Caring friendships

By the end of Year 6, pupils will know:
- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships
By the end of Year 6, pupils will know:
- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 the school and 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships
By the end of Year 6, pupils will know:
- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe and managing hurtful behaviour
By the end of Year 6, pupils will know:
- 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.
- 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources.

1. Health and Well-being education overview
The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Physical well-being
By the end of Year 6, pupils will know:
- 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 by 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.

Healthy eating
By the end of Year 6, pupils will know:
- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on health.
- About drugs, alcohol and tobacco
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention
By the end of Year 6, pupils will know:
- 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.
-

Basic first aid

By the end of Year 6, pupils will know:
- 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.

Mental wellbeing

By the end of Year 6 pupils will know:
- That mental wellbeing 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 and nervousness.
- The scale of emotions that humans experience in response 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 are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in the school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
- Internet safety and harms

Changing adolescent bodies and sex education

By the end of Year 6, pupils will know:
- Correct terminology for naming the main parts of the body including genitalia (vagina, penis, testicles, bottom) from age 6.
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.
- Key facts about the process of reproduction and birth as part of the human life cycle; how babies are conceived and born and that reproductions are a choice.

2. Living in the wider world education overview

The focus at primary level is to prepare children for the future in a diverse society.

Online safety, media literacy and digital resilience

By the end of Year 6 pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.

- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming 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, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Economic well-being, aspirations, work and career

By the end of Year 6 pupils will know:

- what money is; forms that money comes in; that money comes from different sources
- that people make different choices about how to save and spend money
- that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- a variety of routes into careers (e.g. college, apprenticeship, university)
- that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- about stereotypes in the workplace and that a person's career aspirations should not be limited by them

Diversity, equality and shared responsibility

By the end of Year 6 pupils will know:

- the value of different contributions that people and groups make to the community
- some of the issues affecting our local community.
- about diversity: what it means; the benefits of living in a diverse community
- about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced (with a focus on protected characteristics
- recognise there are human rights, that are there to protect everyone recognise that different groups should all be treated equally
- ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g., reducing, reusing, recycling; food choices)