



St John's CofE Primary Academy

Relationships, Health and Sex Education (RHSE) Policy January 2022

Our school's policy on RHSE is based on the DfE policy statement that outlines that it should be 'made part of the basic school curriculum' which allows schools flexibility in developing their planned programme integrated within a broad and balanced curriculum.

Statutory requirements:

The Education Act 2002 sets out the statutory duties which all schools are required to meet:

- Promote the spiritual, moral, cultural, mental, and physical development of the pupils at the school and of society
- Prepare pupils at the school for opportunities, responsibilities, and experiences of later life.

Equalities:

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. We recognise that we have a duty under the Equality Act to ensure that teaching is accessible to all pupils.

What is RHSE (Relationship, Health and Sex Education):

Relationship and Health Education will become **compulsory** in all primary schools from September 2020, it will replace our previously taught PHSE curriculum. The Relationship curriculum will range from children learning about friendships and bullying in the Early Years to looking at appropriate and healthy relationships in Key Stage 2. The health curriculum will range from learning about exercise and healthy eating to naming the main parts of the body including external genitalia in Key Stage 1 whilst upper key Stage 2 will be looking at changes in our bodies (puberty) and how to keep healthy.

The right to withdraw:

As the 'Puberty' topic is now part of the health curriculum parents **do not have** the right to withdraw their children from lessons as it is now compulsory. They do have the right to withdraw from Sex Education lessons, however, as a school we will not be teaching any Sex Education topics.

Aims and objectives:

- Raise and promote self esteem
- Help pupils develop their skills and confidence in making decisions, communication, self-expression and respect for themselves and others
- Help pupils communicate their feelings
- Provide pupils with the skills to help keep themselves self
- Prepare pupils for the emotional and physical changes of growing up
- Offer opportunities for pupils to develop and clarify their attitudes and values
- Challenge media stereotypes, prejudice and promote equality
- Explain the meaning of words in a sensible and factual way
- Using the correct names for body parts and functions
- Provide reassurance that change is part of the lifecycle and help pupils to accept variations
- Raise awareness of sources of help, support and advice.

Subject Content:

At the end of Primary school children will be expected to know that:

Relationship Education Objectives:

Families and people who care

- 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.

Caring Friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

Online Relationships:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g., family, school and/or other sources.

Physical Health and Well-Being objectives:

Mental Well-Being:

- 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, 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 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.
- 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 wellbeing.
- 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).
- 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.

Internet Safety and Rules:

- 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 and 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 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

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.

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).

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:

- 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.

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.

Changing Adolescents:

- 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 including the key facts about the menstrual cycle.

The teaching of RHSE:

RHSE will be taught weekly during PPA cover by either Mrs Rudd, Mrs Matthews, or Mrs Douras. The planning is taken from our online programme called Kapow, which ensures all the new statutory requirements are being met through their long term planning. Lessons are once a week for an hour.

Values Education:

Our current Beliefs and Values curriculum and our whole school ethos works along our RHSE curriculum as it teaches children about values our 6 key Christian values (GETFAB).

Monitoring:

Rachel Rudd the subject lead will be responsible for completing book trawls each half term to check the coverage of work. Children's views will be expressed through pupil voice and pupil evaluations at the end of each half term.

Accessible to all pupils including those with SEN.

All RHSE lessons need to be age-appropriate to all children whilst taking into consideration the cognitive and developmental needs of our children who have additional SEN needs. This will be done through clear differentiation.

Confidentiality:

Teachers conduct RHSE lessons in a sensitive manner and in confidence. However, if a child makes a disclosure than the class teacher will follow the school's procedure and report it to one of our safeguarding leads.

The policy:

The governing body monitors the impact of our RHSE policy through updates from the Head teacher and will make modifications if needed. Any comments about the new curriculum from parents will be recorded and dealt with accordingly.

The policy will be shared with the governing body, all staff, and parents.

Agreed: January 2022

Review: January 2023