



COMPASSION, RESPONSIBILITY, ACCEPTANCE, FORGIVENESS, TRUST

Our Christian Values

God teaches us to forgive and always accept forgiveness

We receive the Christian way of life as a gift from God

We believe and trust in God who loves each one of us

We are all unique children of God

Whatever you wish that men would do to you do to them

We are all equally precious and loved by God

BURHAM CE PRIMARY SCHOOL GOVERNING BODY

RELATIONSHIPS & HEALTH EDUCATION POLICY

Aim: To teach children about good physical and mental health, how to stay safe on and offline, and the importance of healthy relationships.

In accordance with the DfE's 'Relationships Education, Relationships and Sex Education, and Health Education in England' and The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

Effective from: July 2021

Review date: July 2023

Contents

1. Introduction
2. Relationships Education
3. Health Education
4. Delivery
5. Questions
6. Equality and accessibility
7. Sex education
8. Parents' right to withdraw
9. Monitoring and review

Appendix 1: Statutory content for Relationships Education:

Appendix 2: Statutory content for Health Education:

Appendix 3: Units of work across Key Stages 1 and 2 to cover the statutory content of relationships and health education

Appendix 4: Objectives taught and terminology used in the science curriculum as set out in the National Curriculum

1. Introduction

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is organised and delivered.

2. Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

See table in Appendix 1 for the statutory content laid out in the DfE Guidance.

3. Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco

- Health and prevention
- Basic first aid
- Changing adolescent body

See table in Appendix 2 for the statutory content laid out in the DfE Guidance.

4. Delivery

At Burham CE Primary school, Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE).

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into 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.

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources 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.

Please see Appendix 3 for the units of work across Key Stages 1 and 2. In addition to these planned units of work, the statutory 'Changing adolescent body' objectives will be taught by showing children in Year 5 and 6 the following animated videos available from Key Stage 2 BBC Bitesize PSHE site:

Bad Hair Day	(girls only)
Growing Pains	(girls and boys separately)
Mission Brassiere	(girls only)
Oh no B.O	(girls and boys separately)
Tough Break	(boys only)
Spot of Bother	(girls and boys together)

It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

5. Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the Relationships and Health Education Lead.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private e.g. post it notes
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

6. Equality and accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People with different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people
- People who have changed their sex

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 and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include a mum and a dad, blended families (step/half siblings) single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as “boys don’t cry”, or “girls shouldn’t play football” and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which sets out our expectations of pupils.

7. Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At Burham CE Primary school, we **do not** teach pupils sex education beyond what is required of the science curriculum.

In line with our school’s safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe.

8. Parents’ right to withdraw

Parents do not have the right to withdraw their children from relationships and health education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum (see Appendix 4 for objectives taught and terminology used).

9. Monitoring and review

This policy will be reviewed on an annual basis by the relationships and health education subject lead, Head Teacher and governors. The next scheduled review date for this policy is July 2023.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff and parents by the school website.

Appendix 1: Statutory content for Relationships Education:

Families	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>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>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to</p>

	<p>an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Online relationships	<p>That people sometimes behave differently online, including pretending to be someone they are not.</p> <p>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.</p> <p>The rules and principles for keeping safe online.</p> <p>How to recognise harmful content and contact online, and how to report these.</p> <p>How to critically consider their online friendships and sources of information.</p> <p>The risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 2: Statutory content for Health Education:

<p>Mental wellbeing</p>	<p>Mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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.</p> <p>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.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>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).</p> <p>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.</p>
<p>Internet safety and harms</p>	<p>For most people the internet is an integral part of life and has many benefits.</p> <p>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.</p> <p>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.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>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.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online</p>

Physical Health and Fitness	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy Eating	<p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>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).</p>
Drugs alcohol and tobacco	<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Health and Prevention	<p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>The facts and science relating to allergies, immunisation and vaccination.</p>
Basic First Aid	<p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
Changing adolescent body	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>

Appendix 3: Units of work across Key Stages 1 and 2 to cover the statutory content of relationships and health education

Health Education:

Units	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
'Safety first'		safety indoors and out, including online safety, people who can help and the underwear rule		online safety, road safety, managing dares, risks, hazards and dangers and when to seek help		behaving responsibly, online safety, assessing risks and what to do in an emergency.
'It's my body'	healthy lifestyles, looking after your body, making healthy choices and consent.		healthy lifestyle choices such as sleep, exercise and healthy eating, and teaches children about privacy and consent.		personal hygiene, healthy choices and habits, harmful substances, and positive body image.	
'Think positive'		mental health and emotional wellbeing, including gratitude, mindfulness and self-regulation.		mental health and emotional wellbeing, including growth mindset, resilience, positive thinking and self-care.		resilience and growth mindset while developing a positive attitude, self-regulation and mindfulness.
'Aiming high'	develop resilience and a positive learning attitude in the context of goal setting and aspirations.		resilience and growth mindset while exploring careers, goal setting and aspirations.		explore careers education, including goal setting, equal opportunities, innovation and enterprise.	

Relationships Education:

Units	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
'TEAM'	new beginnings and classroom skills like listening, cooperation, teamwork and making good choices.		new beginnings, cooperation and teamwork, developing skills like conflict resolution and compromise.		communication and compromise, cooperation, teamwork and new beginnings	
'VIPs'		explore the idea of special people in families and friendships, and how to care and be kind to them.		explore friendships and relationships, including making friends, falling out and bullying and teasing		explore the idea of special people in families and friendships, and how to care and be kind to them
'Be yourself'	recognising and expressing emotions, self-regulation skills and positive self-esteem.		recognising and expressing feelings, being assertive, media influences and making amends		assertiveness, recognising and expressing emotions, managing difficult situations and self-esteem.	
Growing up		parts of the body, boys and girls, gender stereotypes, keeping safe and consent.		parts of the body and healthy relationships.		body image, emotional changes, puberty and relationships.

Appendix 4: Objectives taught and terminology used in the science curriculum as set out in the National Curriculum

Year 1:

Statutory requirements
<ul style="list-style-type: none">• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
<i>Notes and guidance (non-statutory)</i>
Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Year 2:

Statutory requirements
<ul style="list-style-type: none">• notice that animals, including humans, have offspring which grow into adults
<i>Notes and guidance (non-statutory)</i>
<p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p>

Year 3:

No linked objectives

Year 4:

No linked objectives

Year 5:

Statutory requirements
<ul style="list-style-type: none">• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird• describe the life process of reproduction in some plants and animals• describe the changes as humans develop to old age
<i>Notes and guidance (non-statutory)</i>
<p>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p>

Year 6:

No linked objectives