

St Matthew's Church of England Primary School



Relationships and Health Education Policy

Rationale and ethos

- This policy provides guidance and information on all aspects of Relationships and Health Education (RHE) at St Matthew's Church of England Primary School for staff, parents, carers and governors.
- At St Matthew's Church of England Primary School, Relationships and Health Education is taught within a broader, carefully planned Personal, Social, Health and Relationships Education curriculum (PSHE), which aims to gradually and appropriately prepare children for adult life, and ensuring the development of the personal skills needed by pupils if they are to establish and maintain relationships both now and in their future.
- The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing. The curriculum, reflecting local needs, is also designed to build pupils' understanding of how to keep themselves safe, both now and in the future. The curriculum encourages pupils to develop their own ideas and opinions, whilst providing them with a safe place to discuss new ideas and concepts at an age and developmentally appropriate time.
- The biological aspects of Relationships and Health Education are taught within the Science curriculum, where there is no parental right to withdraw.
- We believe Relationships and Health Education is a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, providing them with the skills and knowledge to prepare them for decisions that they make throughout their lives. Relationships and Health Education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.
- Relationships and Health Education at St Matthew's Church of England Primary School, lays the foundations for factual knowledge and puts in place the key building blocks of healthy, respectful relationships, focusing on family and friendships.
- Effective Relationships and Health Education, set with Personal, Social and Health Education lessons, encourages children to reflect upon and to develop their own values, attitudes and skills so that they are able to make informed decisions and life choices both now and in the future. This includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing positive mental health and emotional wellbeing, and develop the skills to be digitally safe.
- Relationships and Health Education does not over rule the wishes or rights of parents or impose ideas onto young people. At St Matthew's Church of England Primary School, we recognise that effective RHE is dependent upon partnerships at many levels; this includes between ourselves and parents, carers and guardians; children; the local authority including Public Health and health professionals and local faith communities

- All those who teach aspects of RHE within school, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community.

The outcomes, intentions and values underpinning Relationships and Health Education are:

- To provide the knowledge, information and skills (at an age-appropriate time) to which all pupils are entitled to ensure that they are able to make informed decisions grounded in self-respect, confidence and empathy towards others.
- To clarify existing knowledge and where arising, to dispel myths and misinformation by providing factually accurate and age-appropriate knowledge.
- To provide students with the opportunity to ask questions, express emotions and opinions and discuss issues openly and without embarrassment. This includes developing empathy to and listening sensitively to other's opinions and ideas.
- To raise pupils' self-esteem, mental health and emotional wellbeing, including self-confidence and resilience, especially in their relationships with others; to learn to manage their emotions and relationships in a confident and sensitive manner.
- To help pupils develop skills and to make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others for who they are, not for what they have or what they can do.
- To help gain access to reliable and accurate information and support, including within the school, family, wider community and online.
- To develop skills for a healthy, safer lifestyle including the role of the family, stable and loving relationships, love, honesty, respect and care.
- To recognise and avoid exploitation and abuse.
- To develop and use communication and assertiveness skills to cope and make informed decisions.
- To recognise the influences of their peers, the media including the internet and other influences.
- To value and respect the way in which we are all different including religion, culture, beliefs, physical and mental ability and social background.
- To be mindful of the influences of the media, stereotypes and discrimination and being sensitive to the needs of culture, religion and British Values.
- To respect and care for their bodies, including body autonomy and the importance of consent.
- To be prepared for puberty and adulthood including learning and understanding of physical development, reproduction and associated emotional changes in an age appropriate manner (taught through the science curriculum in upper Key Stage 2).
- Able to make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of Relationships and Health Education. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

Equal opportunities statement

The school is committed to the provision of RHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be

allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. Wherever possible, teaching of the curriculum will be in line with the protected characteristics defined in the Equality Act 2010.

Roles and responsibilities

Those involved in the development of this policy include:

The Headteacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school and where relevant, the religious ethos of the school.
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
RHE Leader	The development of the curriculum, delivering training and resources to key members of staff, ensuring where teachers are of informed of where children have withdrawn from some/all of the curriculum, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.
Teaching and support staff	The delivery of lessons and key RHE messages, identifying and working with PSHE leads to address gaps in their knowledge, ensure that pupils withdrawn from the curriculum are educated elsewhere.
Parents, carers and guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
Pupils	Express the wishes of their peers and contribute ideas into the school curriculum

Legislation including statutory regulations and guidance

Documents which inform the schools RHE policy include:

- The Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- The PSHE Association supplementary guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education: Statutory Safeguarding Guidance (as updated)
- The Public Sector Equality Duty.
- 'PSHE Education Programme of Study Key stages 1-5' (PSHE Association, 2017)
- The National Curriculum for Science (2015)

- Sex and Relationships Education Guidance DfE (2018 and 2020)
- Children and Social Work Act (2017)
- Subject specific research: Ofsted.

Related school policies include:

- Safeguarding guidance including Keeping Children Safe in Education guidance
- Confidentiality policy
- Behaviour Policy
- Inclusion policy
- Anti-Bullying / Positive Behaviours Policy
- Health and Safety
- Equality Policy
- E-Safety Policy
- Extremism and Radicalisation in Schools Policy

Curriculum design

Our RHE programme is an integral part of our whole school PSHE provision and is supported by the statutory requirements as set out in the National Curriculum for Relationships Education, Relationships and Sex Education and Health Education (2018 and 2020) and Science. At St Matthew's Church of England Primary School, we have chosen as a school to implement the Jigsaw Programme as it offers us a comprehensive, carefully thought-through approach, which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website (<https://www.stmatthews-primary.co.uk/rhe/>) or the appendix to this policy.

Jigsaw covers all areas of Relationships and Health Education for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the units and these are taught across the school; the learning deepens and broadens every year.

At St Matthew's Church of England Primary School, we allocate at least 30 minutes to RHE each week in order to teach the RHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes and these explicit lessons are reinforced and enhanced in many ways:

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community.
Autumn 2	Celebrating Difference	Includes anti-bullying and understanding
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2	Healthy Me	Includes self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise along with drug and alcohol education

Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2	Changing Me	Includes relationships education in the context of coping positively with change

As part of our overall Safeguarding programme, on occasions lessons and assemblies will be taught to address local safeguarding concerns and issues to ensure our pupils remain safe. Wherever possible, this information will be shared with parents.

External speakers and agencies

At St Matthew's, we invite various speakers to support and develop the curriculum provision. This includes, but is not limited to:

- DECCA (supporting curriculum around drugs, alcohol and smoking education).
- School Nurses Service (to deliver various aspects of health education).
- NSPCC to address issues around Safeguarding.
- Safer 6 Partnership (Local authority initiative) to address aspects of safeguarding.
- West Midlands Police to address various safeguarding issues.

Other external speakers may be invited as appropriate to the curriculum and theme, with advice and support from trusted sources including other schools in the local authority and PSHE Advisory Teacher. All materials provided by the external agency will be viewed prior to being shown in class. All external speakers will be expected to follow school policies which includes, but is not limited to, Safeguarding Policy and RHE policy. They will remain under staff supervision at all times.

Sex education

The Department for Education (DfE) Guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, Sex Education is not compulsory in primary schools. At St Matthew's Church of England Primary School, we have made the decision to not teach sex education content. Puberty is taught within the Science curriculum.

The National Curriculum for Science requires children to know how mammals reproduce. At St Matthew's, we have opted to teach this within our Science curriculum as we believe this is most appropriate for our children.

Human reproduction in the science curriculum

Foundation Stage

We talk about ourselves from a baby to now and how we have changed. The children draw around their body and begin to name the main parts such as head, leg and arm. Children are taught the differences between each other and their lifestyles.

Key Stage 1

We teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

Key Stage 2

We teach about life processes and the main stages of the human life cycle in greater depth. In Year 5 we begin to teach about puberty as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. Parents are always informed when these lessons are due to take place so that follow up conversations can be held with children at home. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science.

Safe and effective practice including answering sensitive questions

- We will ensure a safe learning environment by following school policies. Staff will be trained in relation to developing a safe learning environment, which includes safeguarding training, dealing with sensitive issues, confidentiality, agreed ground rules for a safe classroom environment shaped by pupils and by the use of distancing techniques from the personal experience of the pupil.
- No pupil will be required to give an answer as this undermines the safe classroom experience; all pupils will be given the opportunity to raise questions anonymously.
- All staff are supported by pre-prepared resources, training in the delivery of resources and supported by internal and external staff including, but not limited to the PSHE Lead, Safeguarding Lead, SLT, LA Advisor, Public Health funded projects and resources and nationally recognised curriculum organisations including, but not limited to, the PSHE Association.
- During PSHE lessons and discussions, staff will establish clear ground rules in-conjunction with pupils to ensure pupils feel safe, supported and listened to. Wherever possible, lessons will be taught as a class with both male and female pupils present.
- Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual's needs or to meet with their parents.
- The teacher may make a referral or to seek advice from the PSHE leader, Headteacher or Safeguarding Team wherever appropriate in the circumstances.

Safeguarding

- All staff are trained in safeguarding. Teachers are aware that effective RHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the Safeguarding Lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.
- Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RHE in school. We actively work with Sandwell Metropolitan Borough Council approved providers to supplement the teaching of the subject.

- All visitors will be familiar with and understand the school's RHE policy and work within it. They are also given a copy of safeguarding visitor policy and signed into school with appropriate identification. As per Safeguarding policy, visitors are supervised/supported by a member of staff.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on the Headteacher or designated Safeguarding Lead if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher/Designated Safeguarding Lead will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary. The school nurse follows a separate code of practice linked with their professional regulations

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need and in line with the Public-Sector Duty (as set out in the Protected Characteristics guidance: Equality Act 2010). Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Health education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

Engaging stakeholders

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which maturity brings. At St Matthew's Church of England Primary School, we believe in the importance of partnerships between all stakeholders to ensure that children grow up confident and cared for.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family.
- Teaching their children about Relationships and Health.
- Helping their children cope with the emotional and physical aspects of growing up and being a part of modern Britain.
- Preparing them for the challenges and responsibilities that maturity brings.
- Identifying issues.

As part of the RHE curriculum we will support our parents to:

- Help children to learn the correct names of the body in a safe, age and developmentally appropriate way.
- Talking with their children about feelings and relationships.
- Parents are encouraged to support the school's RHE and have access to this policy.

Parental right to withdraw

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for

Science or taught as part of the Relationships or Health Education content. At St Matthew's Church of England Primary School we would encourage parents with concerns around content, to contact the school to discuss this further.

Pupil voice in determining curriculum

Throughout RHE and PSHE lessons, pupils can contribute to class discussions and to reflect upon their own ideas and opinions. As part of the PSHE curriculum, pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as and when they voice concerns. Pupils in older key stages will be able to voice opinions on resources and external agencies used and whether, on reflection, the curriculum addressed their needs during early key stages.

Monitoring and evaluation

In the first instance, the RHE leader will be responsible for monitoring and evaluating the subject and will monitor the impact of the policy on children's learning, subject development, report to SLT and assist the Headteacher to report to the Governing Body. All monitoring in the subject will be in accordance with school policy.

Policy review date

This policy will be reviewed in September 2023 to ensure compliance with new statutory guidance, Department for Education advice and guidance, and to ensure it continues to meet the need of pupils, staff, parents and the wider community.

Appendix

Relationships Education in Primary schools – DfE Guidance 2019

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 children and with adults.

	By the end of primary school, pupils should know:	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none">• 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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The ceremony through which a couple get married may be civil or religious).• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.• 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.	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Relationships• Changing Me• Celebrating Difference• Being Me in My World
Online relationships	<ul style="list-style-type: none">• 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.	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Relationships• Changing Me• Celebrating Difference

	<input type="checkbox"/> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <input type="checkbox"/> how information and data is shared and used online.	
Being safe	<input type="checkbox"/> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <input type="checkbox"/> 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. <input type="checkbox"/> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <input type="checkbox"/> how to recognise and report feelings of being unsafe or feeling bad about any adult. <input type="checkbox"/> 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. <input type="checkbox"/> where to get advice e.g. family, school and/or other sources.	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

	By the end of primary school, pupils should know:	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> 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 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me Relationships Changing Me Celebrating Difference
Internet safety and harms	<ul style="list-style-type: none"> 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 knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Relationships Healthy Me

	<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. 	
	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>□ Healthy Me</p>
Healthy eating	<ul style="list-style-type: none"> □ 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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>□ Healthy Me</p>

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> ☐ 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 immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>☐ Healthy Me</p>
Basic first aid	<ul style="list-style-type: none"> ☐ 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>☐ Healthy Me</p>
Changing adolescent body	<ul style="list-style-type: none"> ☐ 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me