

South Petherton Junior School

Policy statement for Relationships and Health Education

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017. We are not required to provide Sex Education but we do need to teach the elements of Sex Education contained in the Science curriculum.

Rationale

1 We believe that school can put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

2 We are clear that parents and carers are the prime educators for children on many of these matters. However, school can complement and reinforce this role and build on what has been learnt at home.

Aims

1 To ensure that all of the compulsory subject content is age appropriate and developmentally appropriate.

2 To ensure that content is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, while always with the aim of providing pupils with the knowledge they need of the law.

3 To foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

Objectives

1 To provide pupils with knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

2 To help prepare pupils for the opportunities, responsibilities and experiences of adult life.

3 To enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Definition of Relationships Education

For the purpose of this policy, we define Relationships Education as:

“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.”

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on KS1, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Definition of Health Education

For the purpose of this policy, we define Health Education as:

“Teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.”

It starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

School Procedures

i) The school will teach Relationships and Health Education through the PSHE programme called 'Jigsaw'. This programme uses 6 themes across the year:

- Being Me in My World
- Celebrating Difference
- Dreams & Goals
- Healthy Me
- Relationships
- Changing Me

2) Class teachers will teach Relationships and Health Education to their own class through discrete weekly lessons (PSHE); themes will also be reinforced in whole school Assembly and Circle time. The subject of PSHE is led across the whole school by Miss Dunn; she also provides subject knowledge and training to staff and monitors and evaluates practice.

3) The school will ensure that Relationships and Health Education is accessible to all pupils, including those with special educational needs.

4) The school is aware that pupils may ask questions pertaining to sex or sexuality which go beyond what is set out for Relationships and Health Education. Where appropriate, staff will discuss on a one-to-one basis or will sign to parents if required.

5) The school will use the end of Key Stage objectives that have been embedded within the school's Jigsaw themes; please see below:

Relationships Education: By the end of primary school, pupils should know:

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.• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or

	<p>backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> • 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	<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. • 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	<ul style="list-style-type: none"> • 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

Health Education: By the end of primary school, pupils should know:

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.
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	<ul style="list-style-type: none"> • 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 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 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	<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.
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).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<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

	<p>risk of sun damage, including skin cancer.</p> <ul style="list-style-type: none"> • 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	<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.
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.

Working with parents/carers and the wider community

1)The school will work closely with parents/carers to ensure that they know what aspects of Relationships and Health Education will be taught and when. They will ensure that all parents/carers know that they cannot withdraw their child/ren from this.

2)The school will ensure that Year 6 parents know that certain non-mandatory aspects of sex-education will be taught before transition to secondary school. They will ensure that parents/carers know that they do have the right to withdraw their child/ren from this.

Review and approval

The school will first consult with teaching staff and gain approval. It will then consult with parents and carers and offer a timeline for feedback. Once confirmed, it will present the policy to the Full Governing Body for approval. The policy will then be shared via the school website.

Date of approval by FGB:

Date of review: