



Relationship and Health Education (RHE) Policy

(delivered using selected sessions from the Jigsaw programme)

| | |
|------------------------------|---------------|
| Author: | S Pearce |
| Updated: | February 2022 |
| Review Date: | February 2023 |
| Approved @ Governors: | 17/01/2022 |

| Date | Amendments & Changes |
|---------------|---------------------------------|
| February 2022 | No changes |

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary, statutory subjects. This was to become active from September 2020 but was delayed due to Covid 19 and should now be delivered from Summer 2021.

After exploring the Jigsaw content we felt that some areas of teaching go beyond the expectations of the RHE & Science curriculum. We are confident that our amended version of the published Jigsaw Programme does cover all aspects of Relationships and Health Education (RHE) within the context of a full PSHE primary programme in an age-appropriate way (see Appendix A).

As referred to above Old Park has examined all Jigsaw content closely, amending or removing any content we feel is not applicable to the pupils at Old Park or that goes beyond the curriculum expectations. These amendments also take into account feedback from parents.

Should any changes to these curriculum areas occur in the future, we will make amendments accordingly. Jigsaw will also inform us and provide us with suggested materials, these will be reviewed before implementation.

This PSHE policy is also informed by DfE guidance on relationships and health education; preventing and tackling bullying; drug and alcohol education; safeguarding and equality. The Programme meets all the outcomes in the PSHE Association Programmes of Study.

Aim of the policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver the lessons, through our existing weekly Well-Being lessons.

Objectives/Pupil learning intentions:

Our curriculum will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

RHE Content

Our curriculum covers all areas of PSHE for the primary phase, as the table below shows:

| Term | Unit | Content |
|-----------|------------------------|---|
| Autumn 1: | Being Me in My World | Includes understanding my place in the class, school and global community as well as devising Learning Charters |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity work |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations and resilience building |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line) |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills |
| Summer 2: | Changing Me | Includes health and relationship education in the context of looking at and managing change, these are in line with the Science Curriculum objectives. Old Park does not strictly follow the Jigsaw programme of delivery in this area but ensures that the RHE curriculum expectations are met across school. Sex education is not compulsory until secondary school and therefore will not be taught at Old Park. |

Relationship Education (Relationships and Health Education)

Definition of Relationships and Health Education (RHE)

From September 2020 (Delayed start to Summer 2021), Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education.

Effective Relationships Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

For the purpose of this policy, relationship 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 identity. 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 role of the Headteacher and Governing body

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RHE;
- RHE is well led, effectively managed and well planned;
- the quality of RHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher liaises with external agencies regarding the school RHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RHE policy and have the opportunity to express their views.

They also must be informed of the limits of their right to withdraw their child from the sex education content (in line with the Science National Curriculum, 2014). However, Old Park will only be delivering content in our Well-Being lessons that is in line with the primary RHE and Science National Curriculum. Should there be any exception in particular lessons, parents will be consulted regarding their child's participation.

Monitoring and Review

The governing body monitors the RHE policy on an annual basis. They give serious consideration to any comments from parents about the programme delivered, and makes a

record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RHE programme that is taught in school. Governors should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RHE and can do so by prior appointment with a member of staff, or at any information session the school chooses to hold about this curriculum area.

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. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes racism, homophobic, sexist, sexual, transphobic, disability, faith or pregnancy related discrimination or bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers all protective characteristics including race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Working with parents and carers

The government guidance on Relationships Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. RHE topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

How is RHE organised in school?

Our RHE curriculum is covered as the school's 'Well-Being Curriculum'. Time is allocated to all year group timetables to ensure the coverage is delivered as required. The weekly WellBeing assembly supplements and raises the profile of the content covered in the lessons. Class teachers are responsible for the planning, delivery and assessment of the Well-Being curriculum.

Differentiation/SEN

Our RHE curriculum is a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes. Discussions between class teachers and well-being coordinators will be held, when particular units include content which may cause emotional distress or trauma to identified children (for example, looked after, adopted children). Parents, carers and/or external agencies will be consulted upon, if deemed necessary. This will ensure that a plan of how and what we deliver is well-informed and appropriate for all.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. Further support or intervention will be provided to any child if deemed necessary.

Monitoring and evaluation

The Well-Being Curriculum, as with all curriculum subjects, will be monitored as per the school's monitoring cycle. The Well-Being co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson – by using The Well-Being Charter.

The Well-Being Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive Issues

Sensitive issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RHE-related issues are varied. However, while personal views are respected, all RHE issues are taught without bias. Topics are presented

using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area.

Our school believes that RHE should meet the needs of all pupils, it should mean that teachers can answer appropriate questions and offer their support. Sensitivity is key to ensure children, with direct or indirect experiences of any protected characteristic (race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment), have their questions answered appropriately and are provided with support when required. Any bullying relating to any protected characteristic is dealt with strongly yet sensitively.

Training and support for staff

All staff benefit from RHE training in order to enhance their delivery skills. Opportunities are provided for staff to identify individual training needs and relevant support is provided. In addition to this, support for teaching and understanding RHE issues is incorporated in our staff CPD programme, drawing on staff expertise and/or a range of external agencies.

Appendix A

Taken From: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

DfE Statutory Guidance - RHE Curriculum Content to be delivered to Primary.

By the end of primary school:

| | |
|--|--|
| Families and people who care for me | <p>Pupils should know</p> <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• 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 marriage¹³ 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 | <p>Pupils should know</p> <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 | <p>Pupils should know</p> <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 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. |

| | |
|-----------------------------|---|
| | <ul style="list-style-type: none"> • 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 | <p>Pupils should know</p> <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 | <p>Pupils should know</p> <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. |

Appendix 2

Puberty is part of Primary RHE

The information below is taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
Sex Education (Primary)

65. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

66. **The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.** It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.