



Relationships and Health Education Policy

1 Introduction

Relationships and health education is learning about the emotional, social and physical aspects of growing up, relationships, human sexuality and health. Some aspects are taught in science and others are taught as part of personal social health and economic education (PSHE)

Relationships education;

Is a partnership between home and school

Ensures children's views are sought to influence lesson planning and teaching

Starts early and is relevant to pupils at each stage of their development and maturity

Is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity and gender reassignment.

Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values

Helps pupils to understand on and offline safety, consent, violence and exploitation

Is inclusive of difference: gender identity, gender reassignment, sexual orientation, disability ethnicity, culture, age, faith or belief and any other life experience.

Promotes equality in relationships, recognises and challenges gender inequality

2. Aims and objectives

Willaston Primary Academy aims to equip children with knowledge that will support their physical and mental wellbeing in preparedness for the next stage of their lives and education. Relationships and health education (England) Regulations 2019 have made relationships Education compulsory in all Primary schools. Therefore, parents cannot 'opt out' of this part of the curriculum. When delivering Relationships and Health education we teach the following themes:

Caring friendships

Pupils learn:

- 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

Pupils learn:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils learn:

- 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

Pupils learn:

- 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, for example family, school or other sources

3. Context

At Willaston Primary Academy we teach 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. From the beginning of primary school, building on early education, pupils are 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.

We have a clear duty under the Equality Act 2010 to ensure our teaching is accessible to all children and young people and do not discriminate or foster prejudice to those who are lesbian, gay, bisexual and trans (LGBT). Our inclusive practice will foster good relations between pupils to tackle all types of prejudice and promote understanding and respect. We give children information about reproduction and relationships, we do this with an awareness of values which underpin all our work in school.

4. Organisation

While we carry out Relationship and Health education teaching in our personal, social and health and citizenship education (PSHCE), we also teach some through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHCE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during growth and puberty.

In science lessons in both key stages, teachers inform children about puberty and birth. For this aspect of the school's teaching, we follow the guidance material in the national curriculum for science. In 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. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6 we place a particular emphasis on health education, 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. By the end of Key Stage 2, we ensure that pupils know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. Pupils are taught about menstruation. We always teach this with due regard for the emotional development of the children.

Willaston Academy have received training from the Proud Trust and Stonewall and regularly use LGBT+ resources to support quality teaching and learning in recognising and celebrating diversity. We do this across the whole school in a variety of subjects. When teaching about families, staff are sensitive and use activities that are well-judged based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, we reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

6 Sex Education

Sex Education is not a compulsory part of primary education. Willaston Academy Curriculum does not teach the children directly about sex. However, during relationships and health education, or science, primary pupils will often ask teachers or adults questions pertaining to sex which go beyond Relationships education. School sets out a graduated and age appropriate response considering what is appropriate and inappropriate to whole class setting. Any questions arise and response given will be shared with parents/carers.

Before educating pupils and potentially discussing sex we will:

- inform parents about the content;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities

Parents have the right to withdraw their child from the Sex Education that may arise in our school but cannot withdraw from relationships and health education. If a parent wishes their child to be withdrawn, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school complies with the right of parents to withdraw in regards to sex education.

8 Confidentiality

Teachers conduct relationships education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the the Designated safeguard lead and Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals and Local Authority. The Child Protection and Safeguarding policy would need to be considered if a child disclosed their sexuality and was worried about consequences at home should that disclosure be shared with parents.

9 The role of Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about this policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school sex education 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.

10 Monitoring and review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents.

Willaston Primary Academy
Relationships and Health Education
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