



Policy for Relationships Education, Health Education and Relationships and Sex Education

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Policy for Relationships Education, Health Education and Relationships and Sex Education

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Introduction

1. Our vision

At Newtown we aim to create conditions in which our children can reach their full potential physically, emotionally, spiritually, behaviourally and academically. Our vision is to prepare and nurture children for a life of independent learning, intellectual curiosity and personal fulfilment, regardless of background and ability. We encourage children to feel valued and to learn to respect others. Newtown are constantly working to further develop the partnerships between parents, governors and outside agencies to contribute to the education and development of the children. In order for effective learning to take place children need to feel happy, safe and secure. At Newtown helping children to achieve this readiness to learn is a priority that is woven through everything we do.

2. Aims of the Policy for Health Education, Relationships Education and Relationships and Sex Education

All state funded primary Schools are required to teach Relationships Education and to have a policy for Relationships Education and Relationships and Sex Education by September 2020.

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, and other agencies regarding the organisation, content and approach to teaching Relationships Education and Relationships and Sex Education (RSE).
- Help parents and carers understand Relationships Education and to support them to work with their child to secure the very best outcomes for all pupils.
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education.

3. Legal Requirements

To comply with the Relationships Education, Relationships and Sex Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 which make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019).

To comply with the requirements to have an up to date relationships policy, developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory Guidance on Relationships Education, RSE and Health Education (June 2019).

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relations between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment and maternity.

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy and Keeping Children Safe in Education (2019).

4. Definition of Relationships Education

Relationships Education is NOT Sex Education and therefore parents do not have the right to withdraw children from lessons around this subject. Relationships Education is taught through the PSHE curriculum and through the Early Years Foundation Stage Curriculum, and in the infant school *begins* to teach pupils what they will need to know by the end of their primary education as defined by the DfE guidance (appendix A). Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and with adults. It aims to enable children to know what a

healthy relationship looks like, how to build and maintain happy, healthy relationships with others and to recognise the importance of a range of relationships with friends, family, in school and in the wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their on and off line lives and how to report any concerns, worries or abuse and where to access help when needed.

5. Definition of Health Education

The focus in primary school is on teaching the characteristics of good physical health and mental wellbeing. Mental wellbeing is a part of daily life, in the same way as physical health. The knowledge, skills, language and attributes needed to promote positive mental health are delivered through focused feelings sessions where the children begin to learn vocabulary for feelings and to recognise these feelings in themselves and others. In 2020-2021 we are introducing the Zones of Regulation programme into the school and this, once embedded, will support the children's understanding of feelings and begin to equip them with the tools that they need at difficult times. Other topics included within the heading of Health Education are:

- Internet safety and harms
- Physical health & fitness
- Healthy eating
- Drugs, alcohol & tobacco
- Health & prevention
- Basic First Aid.

End of year expectations are described on our "Safety and Well-being" document (Appendix B).

6. Our approach to Relationships and Sex Education (RSE)

For primary schools RSE is recommended but not mandated. At Newtown School we do not teach RSE. However, we cover "Being Safe" as aspect of the statutory Relationships Education curriculum which includes learning related to privacy and safeguarding. It is recommended that children are taught the correct names for all body parts and we teach the scientific names of body parts, and this is introduced in Reception as part of "Being Safe" via delivery of NSPCC PANTS teaching resources (<https://learning.nspcc.org.uk/media/1387/underwear-rule-resources-lesson-plan.pdf>).

7. Health Education and Relationships Education at Newtown will:

- Be developmental and appropriate to the age and stage of the child
- Be available to all pupils
- Provide information and knowledge
- Challenge beliefs and highlight misconceptions
- Help the child to form positive attitudes and values
- Examine opinions and concepts and encourage discussion
- Develop awareness, respect and responsibility for oneself and for others
- Promote the skills necessary for effective communication
- Encourage positive behaviour
- Equip each child with the assertiveness skills necessary to enable them to make choices

8. The Aims of Health Education and Relationships Education at Newtown are:

- To develop age appropriate knowledge and understanding about relationships
- To promote the value of loving relationships and of family life, however that family is configured
- To look at different relationships, including friendship, family relationships and dealing with strangers
- To begin to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance and how to manage conflict
- To foster self-esteem, self-awareness and a sense of moral responsibility

End of year expectations are described on our "Safety and Well-being" document (Appendix B).

9. Contents and delivery of the Health and Relationships Education curriculum

The teaching of Relationships Education and Health Education sits firmly within the context of our whole-school approach (see, for example, a to d below) to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on health and relationships is supported by, our wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding. Relationships Education is underpinned by our school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally and our pastoral care system. The curriculum on health education, in a similar way, is complemented by and supported by, the school's approach to emotional literacy, and the wider education on healthy lifestyles through physical education, food technology, science, sport and the wide range of extra-curricular activities. Health Education will be further enhanced by the Zones of Regulation approach. End of year expectations for each year group are outlined at Appendix B (Safety and Well-being).

a. Nurture Work

At Newtown we put children and their well-being at the heart of the school. We have two trained nurture workers who work with individuals and groups of children who are encountering social, emotional or mental health difficulties. There are a multitude of situations that can affect children's wellbeing and ability to learn and whether these are a single occurrence or a longer-term issue we have the time and the staff to work with the children to help them overcome them. As a school we recognise the importance of carrying the nurture work and philosophy throughout the school this is embedded in our practice and led to us being awarded a National Nurturing Schools Award in 2017.

b. Our Approach to behaviour management

For some years now Newtown School has invested in a behaviour approach based around the work of Carolyn Webster Stratton. This ensures consistency across the whole school and that the children are safe and secure within the boundaries set. It is based on a principle of lots of positive specific praise and really investing in listening and building relationships with the children to avoid having to criticise or punish children for misdemeanours. We also incorporate the principles of Carol Dweck's Growth Mindset which is about developing resilience and praising children for the process of their learning/achievements and not the outcome. We aim to encourage children to develop a growth mind-set approach to their learning instead of a fixed/closed mind-set. For more information on our behaviour approach see our Behaviour Policy.

c. Restorative Justice

We have implemented a restorative justice approach to support the children with the resolution of minor incidents in the playground. This approach aims to support the development of conflict resolution skills, emotional literacy and empathy and helps children with the development of the skills needed to repair relationships.

d. The Newtown School Rules

We believe that the management of behaviour starts with lots of positive reinforcement, being good role models and listening carefully to what the children say. Clear, consistent boundaries are vital so that children know what is expected of them and what the consequences are if they choose not to follow them. We have three school rules which are discussed from Pre-School up:

- We keep ourselves and others safe
- We listen and speak respectfully
- We try our best

The school rules and expectations are embedded into everyday practice and further reinforced via focused assemblies, UNICEF Rights and Superstars assemblies.

10. Religion and Belief

At Newtown School we teach the children about a wide range of different religious beliefs through the EYFS curriculum, and in Key Stage one through focused religious education lessons and weekly assemblies.

11. Parents and the right to withdrawal

Guidance states that all parents should be consulted and involved in discussions about sex education and the “right to withdrawal” relates to the RSE curriculum. As we do not teach RSE at Newtown School this does not apply. Relationships Education and Health Education fall within the statutory National Curriculum.

12. Answering Questions and Sensitive Issues

Although we do not teach RSE at Newtown School we are aware that children can sometimes ask some tricky and enquiring questions in relation to this subject. Governors and teachers are in agreement that teachers should answer all children’s questions relating to RSE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils’ differing experiences. The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles;
- No-one (child or adult) has to answer a personal question;
- Nobody is forced to take part in a discussion;
- In discussion, teachers will promote the knowledge and use of ‘accepted’ names for external body parts (see below);
- Teachers will always involve parents before answering individual questions of a sensitive nature;
- Meanings of words are explained in a sensible and factual way.

An individual child may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Reassure the child;
- Try to find out why the child is asking the questions, and exactly what they want to know;
- Determine the child’s present level of knowledge and understanding;
- Offer a simple answer, and if appropriate back up with a relevant story or picture;
- If the answer required is more complex, the teacher will meet with the child’s parents/carers at the end of the day to discuss the issue;
- Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding.

As a body of staff working within a nurturing school we do proactively seek to address issues in a timely way in line with current evidence on children’s physical and emotional development, and in line with pupil need, informed by pupil voice and participation in curriculum development and in response to issues as they arise in the school and wider community.

13. Terminology

The guidelines for answering difficult questions will be followed in all cases (see above).

However, as part of the responsive approach, if children ask specific questions, the terms ‘penis’ and ‘vulva’ may be used in line with the guidelines for answering difficult questions.

14. Definition of the family

Teachers will base work on families and family life on the following definition of a family:

“A family is a nurture group of significant individuals who care for one another”.

This definition in its wording above is for the teachers’ own use and will not be shared with the children. In order to show due regard for family life, staff will ensure that they have knowledge about the children’s backgrounds, and will respect each child’s individual circumstances, without making value judgements.

15. Lesbian Gay Bisexual Transgender (LGBT)

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Our basic response will be that all families are different. Some children have a mum and a dad as their parents; some children have just a mum or a dad; some children have two mums and some have two dads. If a family has two mums or two dads we call those parents gay and/or lesbian or homosexual depending on their gender.

16. Inclusion

In support of the school policies for Race Equality, Equal Opportunities and Inclusion and SEND, and The Equality Act 2010, all pupils, regardless of age, ability, gender or race have the same opportunity to benefit from Health and Relationships Education, resources and teaching methods. High quality teaching that is differentiated and, where appropriate, personalised is the starting point to ensure accessibility.

17. Confidentiality

Although an atmosphere of trust is encouraged teachers will not offer pupils or their parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed on to the appropriate agency via the Headteacher as the designated person for Safeguarding, or by one of the deputy Designated Safeguarding Leads. Child Protection procedures will always be followed.

18. Review and Evaluation

The Governors' Teaching and Learning Committee is responsible for overseeing, reviewing and organising the revision of the policies for Health and Relationships and RSE. OfSTED is required to evaluate and report on the spiritual, moral, social and cultural of pupils. This includes evaluating and commenting on the school's Health and Relationships and RSE Policy and curriculum, and on support and staff development, training and delivery.

19. Policy Review and Consultation Process

The policy will be reviewed by staff and governors at least three yearly and will be made available to parents and carers, via the website as part of the consultation process.

Appendix A National Curriculum Relationships Education for Primary Schools

This is the curriculum set out by the DfE. This is what children should know **by the end of primary school**.

At Newtown School we begin to teach these skills, and our coverage is detailed at Appendix B.

Relationships Education

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 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	<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. • 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.

Health Education (Changing Adolescent Body not included)

Mental wellbeing	<p>Pupils should know:</p> <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 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 & harms	<p>Pupils should know:</p> <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 & Fitness	<p>Pupils should know:</p> <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	<p>Pupils should know</p> <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 & tobacco	<p>Pupils should know:</p> <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 & Prevention	<p>Pupils should know:</p> <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 allergies, immunisation and vaccination
Basic First Aid	<p>Pupils should know:</p> <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

