

East Crompton St George's CE Primary School

Health and Relationships Education Policy  
Summer 2023



Date Adopted .....Summer 2023

Review Date .....Summer 2024

At East Crompton St George's we let our LIGHT shine

Love of Learning. Independence. God in our Hearts. High Achieving. Together as One Family.

## Introduction

At St George's we believe that 'Health and Relationship' education centres around lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices through respectful relationships and appropriate boundaries. We consider effective Health and Relationship education to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At St George's we take a holistic approach to the teaching of 'Relationships and Health Education' which is embedded through a broad and balanced curriculum in several subject areas including PSHE, Science, PE and Computing alongside learning within collective worship and RE.

## Statutory Requirements

We must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

The Department for Education guidance states that all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

*"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..."*

*"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born."*

Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science.

## Aims

St George's Health and Relationship curriculum aims to:

- Provide a consistent standard of health and relationship education across the school which spirals in progression as pupils move through the primary phase of their education.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Promote responsible behaviour, both within school and the community.
- Create a positive culture of communication around issues of relationships.
- Prepare pupils for puberty and develop their understanding of the importance of health and hygiene.
- Provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Develop their knowledge and understanding of the impact of external factors on health such as alcohol, smoking and drugs enabling them to make informed and healthy choices.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Combat exploitation and safeguard pupils.
- Provide a framework in which sensitive discussions can take place.
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.

In addition, through the science curriculum we aim to:

- Give pupils an understanding of reproduction.

## Implementation

The majority of the health and relationship curriculum is delivered through our chosen PSHE programme of study, Jigsaw, through half term units of work:

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

This is taught through weekly discrete PSHE lessons of 45 minutes in KS1 and 1 hour in KS2. Each half term pupils across all year groups work through the same unit in a developmental and age-appropriate way.

There are several opportunities to link learning within other subjects through our:

- PE programme, REAL PE, within personal, social and cognitive aspects of the programme
- Computing programme, Purple Mash, with a particular focus on e-safety
- Science, statutory sex education curriculum

St George's document 'Relationships Education DfE Links to Subject Specific Objectives' Appendix 1 maps coverage of the RSE key objectives within the above subject areas.

Areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The Church of England states in 'Valuing All God's Children' 2019, that Relationships and Sex Education should *'Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account, and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.'*

Our Health and Relationships programme will be delivered in an age appropriate and sensitive manner. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, puberty, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language once taught

Learning is often delivered through video clips, images and discussion offering all pupils the opportunity to reflect on their thoughts and understanding around each subject area. Where pupils produce a written outcome, this is differentiated by outcome to enable all pupils to engage in the learning within each lesson. Frequent opportunities to reflect back on prior learning ensure that pupils consolidate and build on their understanding.

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 5 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

## Dealing with sensitive issues and difficult questions

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner in consultation with parents, so pupils are fully informed and do not seek answers online through possible inappropriate sources.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

## Roles and Responsibilities

### The Governing Body

The governor responsible for RSE is Mrs Allison Ash. As the Governor responsible for the whole school curriculum Mrs Ash meets with the Headteacher and other staff members throughout the academic year to monitor and support the evaluation within subject areas, including RSE.

### The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school. The Headteacher also ensures that members of staff are given sufficient training, so that they can teach RSE effectively and address any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

### The Subject Leader

Mrs Joanne Drysdale leads RSE as part of her PSHE subject leadership role. Within this leadership role, under the direction of the Headteacher, she is responsible for the monitoring of RSE across school through learning walks, work scrutiny, informal drop ins and analysis of assessment data.

### Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Monitoring progress

### Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice through the school website
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, St George's do not currently teach any elements of Sex Education that are non-statutory

### Right to Withdraw

Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum. Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. At St George's, we do not currently teach any elements of non-statutory sex education and so the 'Right to Withdraw' does not apply.

### Documents that Inform this Policy

- United Nations Conventions on the Rights of a Child, 1989
- Equality Act, 2010
- SEND Code of Practice: 0-25 years, statutory guidance, 2014
- Children and Social Work Act, 2017
- DfE Statutory guidance on Health and Relationships Education, 2019
- Church of England: Valuing All God's Children, 2019
- Church of England: A Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education and Health Education, 2019
- Keeping Children Safe in Education, statutory guidance, 2020 (amendments, September 2021)