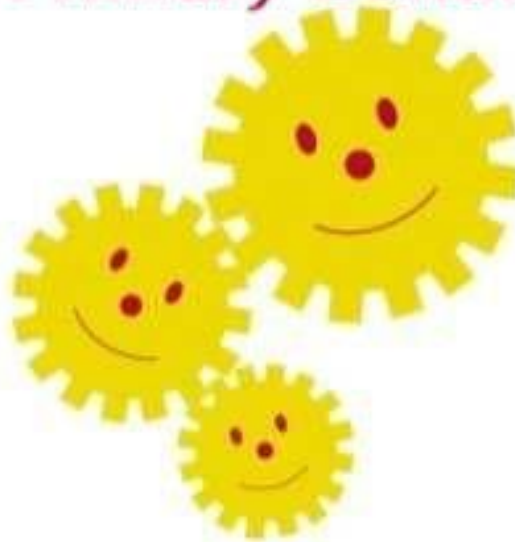


Chuckery Primary School

Chuckery
Primary School



Working Together

Relationships and Health Education Policy

2022 - 2023



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Introduction

Relationships and Health Education (RHE) at Chuckery Primary School adheres to national requirements and reflects the context of our school and community. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development. Through Relationships and Health Education we aim for children to respect our common humanity and diversity so that they can go on to form effective, fulfilling lives.

We want to ensure that all children:

- Understand the characteristics of positive friendships
- Are aware of the importance of every family
- Know how families care and support each other
- Develop confidence in talking, listening and thinking about feelings
- Recognise unsafe situations and are able to protect themselves and ask for help and support

This policy was agreed following a parental and community consultation period which ran between 25th January and 11th February 2021

What is Relationship and Health Education?

Relationships and Health Education is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of physical and emotional changes to the body and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Why should Relationships and Health Education be taught in school?

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. In teaching Relationships and Health Education we must have regard to guidance issued by the secretary of state as outline in section 403 of the Education Act 1996.

Relationship education begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. Relationships and Health Education in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to physical and emotional health and well-being and moral development.



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Roles and Responsibilities

Relationships and Health Education forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The programme is led by the PSHE Co-ordinator with the support of the governing team and Senior Leadership Team. PSHE lessons are taught by class teachers, supported by expert visitors as appropriate and necessary. Teaching staff will receive training in the delivery of the curriculum through dedicated staff meetings, led by the PSHE Co-ordinator with the support of external experts as required. As a school we are aware that the primary responsibility for providing children's RHE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RHE and to deliver an effective programme that meets the needs of our pupils.

Delivery

All elements of our Relationships & Health Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme. RHE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RHE in school, for example the school nurse. All visitors will be familiar with and understand the school's policy and be expected to work within it.

Objectives for Relationships and Health Education

The primary Relationships and Health Education programme covers five main areas:

- (i) Families and people who care for me
- (ii) Caring friendships
- (iii) Respectful relationships
- (iv) Online relationships
- (v) Being safe

Families and people who care for me

Pupils should know:

- That families are important for children growing up because they can give love, security and stability.



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- 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

Pupils should know:

- 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 should know:

- 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.



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- 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 should know:

- 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 should know:

- 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.



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These 5 areas will be covered as a discrete weekly lesson, where links can be made to mini adventures these will be utilised. At Chuckery we will be using the 3D Dimensions Curriculum that follows a spiral approach to ensure continuity and progression.

Recording and Assessment

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment. Elements of Relationship and Health Education that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in Relationships and Health Education lessons and a differentiated programme will be provided where necessary to ensure all pupils gain a full understanding.

Non Statutory Sex Education

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 4 onwards. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

Children are taught:

- That for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother (Year 4)
- That for a baby to be made, a sperm from the father and an egg from the mother must meet (the details of how this happens or what this involves will not be explored at this stage) (Year 5)
- That when a sperm and egg meet, this is called conception (Year 6)



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- How a baby develops in the womb and how babies are born (Years 5 and 6)

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to “catch up” if they were not present for the previous year’s lessons.

We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older. Please see the relevant section within this policy for further information on how teachers manage difficult questions. We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults.

Managing Difficult Questions

It may not be appropriate to deal with some explicit questions in class. Teachers may choose to say that it is not appropriate to deal with that question at this time. If a teacher becomes concerned about a matter that has been raised, he/she should seek advice from the PSHE co-ordinator or the Headteacher. When deciding whether or not to answer questions the teacher should consider the age and readiness of the students, the Relationships and Health Education programme content, the ethos of the school and the Relationships and Health Education policy

Monitoring and Reviewing

Our aim is to provide Relationship and Health Education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RHE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required. Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Coordinator will gather staff views through regular meetings. The governing body monitors our Relationship and Health policy on a regular basis. The governing body gives consideration to any feedback from parents about the RHE programme and makes a record of all such comments.

Withdrawal from Relationships and Health Education lessons

- Parents and carers do **not** have the right to withdraw their children from Relationships and Health Education provided at school.
 - Parents and carers do **not** have the right to withdraw their children for those parts included in statutory National Curriculum Science



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However, parents **do** have the right to request that their child be excused from sex education that is not part of the National Curriculum and therefore non-statutory. (As outlined in the section **Non-Statutory Sex Education** section of this policy.)

Those parents wishing to withdraw their children from t Non-Statutory Sex Education must consult the Headteacher to explore concerns before the lessons take place.

School staff will ensure parents have appropriate notice of when a non-statutory element of the curriculum is to be taught to enable them to make an informed decision. We will:

- Provide an overview of the content that will be delivered
- Provide parents with access to view materials that will be delivered
- Provide parents with the opportunity to discuss the objectives of the lessons and the materials to be used with teaching staff
- Provide details of when the lessons will take place
- Provide details of the provision to be made if parents decide to withdraw their children from non-statutory content.



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