



**Black Horse Hill
Junior School**

**Relationship & Health Education
(RHE) Policy 2022**

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Relationship and Health Education (RHE) Policy 2022

RATIONALE AND ETHOS

Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly on, and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education and Health Education compulsory for all pupils receiving primary education.

As a school, we welcome this legislation, as our school values and vision mean that we place a high priority on delivering these essential subjects through our broad and balanced curriculum

We aim to create a happy, caring community where all members feel included, secure and confident, and have an equal opportunity to fulfil their learning potential so that all develop the skills necessary to make a valued contribution to society, both now and in the future.

Relationships and Health Education represents a huge opportunity to help our children and young people develop. The knowledge and attributes gained will help to keep them safe and support their own, and others', wellbeing and attainment and help our pupils to become successful and happy adults who make a meaningful contribution to society.

ROLES AND RESPONSIBILITIES

As well as fulfilling their legal obligations, (including under the Equalities Act 2010) governing boards are required to make sure that:

- all pupils make progress in achieving the expected educational outcomes.
- The subject is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.

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- 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.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The RHE subject leader is Mrs Haslam, who will be responsible for the following:

- Developing this school policy and ensuring it is reviewed every two years.
- Ensure that all staff are given regular and ongoing training on issues relating to Relationships and Health Education.
- Ensure that all staff are familiar with this policy.
- Ensure that all staff are up to date with resources
- Provide support to staff members who have questions about Relationships and Health Education.
- Ensure that Relationships and Health Education is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Support parent/carer involvement in the development of the Relationships and Health Education curriculum.
- Communicate with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for Relationships and Health Education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.

The PSHE Subject Leader works closely with the Science, Computing and P.E. Subject Leaders to ensure Relationships and Health Education complements, rather than duplicates, content covered in the National Curriculum, although there may be some overlap

All staff will be responsible for the following:

- Ensure that they are up to date with this Relationships and Health Education Policy and curriculum requirements.
- Report back to the PSHE Lead on any areas that they feel are not covered or inadequately provided for in the school's Relationships and Health provision.
- Attend and engage in professional development training around Relationships and Health provision, when appropriate.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced Relationships and Health Education in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this from the PSHE lead or SENCO, should they need it.
- Read the PSHE Association document 'Teacher Guidance: teaching about mental health and emotional wellbeing', for advice on how to teach these subjects safely and confidently.

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All staff will seek to be mindful of issues such as everyday sexism, misogyny, homophobia, transphobia and gender stereotypes and take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled. Staff also recognise that they have an important role to play in modelling positive behaviours.

If the class teacher is not the person delivering the Relationships and Health Education lessons, the teacher who is, should ensure the class teacher is informed of the focus each week. This allows the class teacher to reinforce the learning in context when, for example, a pupil is having social issues in the playground.

LEGISLATION

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education and Health Education.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Relationships Education and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and Health Education can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

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The teaching of Relationships and Health Education at our school will be delivered in accordance with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018

Curriculum design

At Black Horse Hill Junior School, we teach Personal, Social & Health Education (PSHE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

| Term | Puzzle (Unit) | Content |
|------------------|------------------------|--|
| Autumn 1: | Being Me in My World | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss |
| Summer 2: | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change |

This programme supports the Behaviour and Attitude and Personal Development of the children in our school, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

At Black Horse Hill Juniors, we allocate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

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Relationship Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education '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'.

At Black Horse Hill Junior School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. Parents can contact the school office for an appointment to discuss their concerns

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These explicit lessons are reinforced and enhanced in many ways:

In assemblies, we use resources from No Outsiders in order to promote community cohesion and prepare our young people for their life as global citizens. We use praise and reward systems, based around our 8 school values. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Our school council and team captains are voted for democratically. Visitors to school, such as NSPCC and Thumbs Up reinforce messages about being safe. Role models from all of the protected characteristics are celebrated across the whole curriculum.

Safe and Effective practice

Ground rules in class are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting. Staff should explain that the classroom is a public place, where it is not appropriate to talk about private concerns. However, pupils may have personal concerns they need support with. Pupils should be asked to write down any questions they have during these lessons (rather than asking aloud). This allows the teacher to consider and prepare a suitable response. Pupils should be encouraged to initial their questions so that they may receive an individual response if appropriate. This should enable pupils to feel more comfortable to ask questions at any time without being identified – and pupils can choose to remain anonymous. Pupils will also be reminded that should they choose to remain anonymous, they cannot receive a personal response. All pupils are encouraged to share any concerns they have with any adult they trust in school.

Teachers are advised to read the PSHE Association document 'Teacher Guidance: teaching about mental health and emotional wellbeing', for advice on how to teach these subjects safely and confidently.

Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions which go beyond what is set out for Relationships and Health Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Our teachers will discuss any such questions with a member of the senior leadership team before responding.

Staff training will include sessions on how to deal with these difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions:

'That is something that may be covered later on at secondary school.'

'I can't answer that question for you, but you could ask your parents/carers.'

A conversation with parents / carers should accompany this advice to the pupil.

Allegations of Abuse

During whole-class sessions on issues like relationships and mental health, such discussions can trigger responses in individual pupils who may then choose to make an allegation of abuse about a personal situation. The way in which this is first handled will be critically important, both in terms of the pupil's immediate feelings and his or her likelihood of engaging in future support. It is crucial, therefore, that clear ground rules are set for PSHE lessons, one of which will be that personal matters should not be discussed in a group setting, another that while PSHE teachers are always willing to talk to pupils about the pupil's personal situation in a one-to-one setting, they can never promise confidentiality since disclosures may have safeguarding implications. What

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teachers can do, however, is to listen sensitively and supportively while at the same time gathering the information they need to consider what to do next.

If a pupil makes a safeguarding disclosure, teachers will follow the guidelines set out in our Safeguarding Policy

Safeguarding

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children are made aware of how to raise their concerns, including through comments boxes, or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer. KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

For more information, see the section on disclosures or our Safeguarding Policy

Engaging stakeholders

Pupil voice will contribute to the Relationships and Health Education at our school. Each year, staff run PSHE lessons which ask the pupils what their priorities are and what they feel they need to know more about.

The role of parents in the development of their children's understanding about relationships and health is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships and habits. Our school ensures that parents know what is being taught in our curriculum.

This policy will be available to parents through our website. We work closely with our parents to ensure they know what is being taught in our curriculum and we provide extra resources through parent/staff meetings if required.

There is no right to withdraw from mandatory subjects.

The school will work in partnership with the governors by providing a draft of the policy before finalising.

At Black Horse Hill Junior School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

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RHE policy review date

As part of our effective Relationships and Health Education provision, this policy will be reviewed every two years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

The PSHE Lead will ensure that staff responsible for teaching Relationships and Health Education are made aware of any amendments to this policy.

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APPENDIX A – RELATIONSHIPS EDUCATION

By the end of primary school, pupils will know the following:

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| Families and people who care for me | <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 | <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 |

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| Respectful relationships | <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 | <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 | <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. |

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| | <ul style="list-style-type: none">• 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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APPENDIX B – HEALTH EDUCATION

By the end of primary school, pupils will know the following:

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| Mental Well-Being | <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 and Harms | <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. |

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| | <ul style="list-style-type: none"> • where and how to report concerns and get support with issues online |
| Physical Health and Fitness | <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 | <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 and Tobacco | <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 and Prevention | <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 | <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. |
| Changing Adolescent Body | <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle |