

This policy is part of the drive to deliver the school's main aims which are to ensure that the pupils are provided with the necessary knowledge, understanding and skills to be (a) confident individuals, (b) successful learners and (c) responsible citizens. The policy is based on the following guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, DfE, June 2019
- Sexual violence and sexual harassment between children in schools and colleges: Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads, DfE, May 2018

Definitions of the terms and consultation process

For the purpose of this policy, '*relationships education*' is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. The term '*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.

The consultation process has involved the following:

- pupil focus groups and discussion at school council;
- small group meetings with parents/carers;
- review of RHE curriculum content with staff and pupils, and
- consultation with wider school community e.g. school nurse and external agencies.

This policy will be implemented with the understanding that:

- parents play a key role in teaching their children about relationships and growing up. The school aims to work in partnership with parents and their children;
- learning about relationship and health education is an entitlement for all young people;
- the wider community has much to offer and the school aims to work in partnership with health professionals and social workers as relevant/appropriate;
- every child should be encouraged to contribute positively to our community and should be provided with effective support as they grow and learn;
- pupils and teachers share and respect each other's views, and;
- the school has a duty to promote an atmosphere where questions and discussion on appropriate matters concerning growing-up can take place without any stigma or embarrassment.

Relationship education

The focus at Bigland Green is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. The school wants to create opportunities to ensure that pupils are taught about positive emotional and mental wellbeing and how friendships can impact on this.

Pupils will also be taught to recognise and report different types of abuse, including emotional, physical and sexual. This will include focusing on boundaries and privacy so that pupils understand that they have rights over their own bodies and know how to seek advice when they suspect or know something is wrong. There will also be opportunities to teach pupils about boundaries with their peers, including when they are online, and ensuring they learn that where abuse takes place it is never the fault of the child who is abused.

The school wants pupils to understand the world in which they are growing up, which means understanding that some people are LGBT (lesbian, gay, bi-sexual and transgender), that this should be respected in British society, and that the law affords them and their relationships recognition and protection.

Appendix A contains the content as laid out in the DfE guidelines for purposes of reference.

Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing at Bigland Green is to give them information they need to make good decisions about their own health and wellbeing with a clear focus on reducing stigma attached to health issues. The focus will be on teaching the characteristics of good physical health and mental wellbeing and the benefits of hobbies, interests and participation in their own communities. By embedding these principles, Bigland Green aims to be able to address issues such as isolation, loneliness, unhappiness, bullying and the negative impacts of poor health and wellbeing.

Appendix B contains the content as laid out in the DfE guidelines for purposes of reference.

Curriculum Content

Relationships and health education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. The school understands its responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered – see appendix C for a summary.

Delivery

Relationships and health education is taught throughout the whole school curriculum. This includes within science, health and sports, computing, Big Thinking and some aspects are included in religious education (RE). Appendix D provides an overview of the coverage of the statutory science curriculum.

Pupils will mainly be taught in their class groups. Single gender lessons will be used as deemed appropriate by the school e.g. about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Through effective organisation and delivery of the subject, the school will ensure that:

- core knowledge is sectioned into units of manageable size;
- the required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work linked to the school curriculum, and;
- teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

- deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements;
- use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils (relevant resources will be shared with parents at CANDO meetings);
- ensure they do not express personal views or beliefs when delivering the programme;
- model positive attitudes to relationships and health education, and;
- respond to any safeguarding concerns in line with the school's safeguarding policy.

Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the Team Leaders for support and guidance.

Teachers will apply the following principles:

- clear ground rules will be established and set out for sessions that are discrete;
- pupil questions will be encouraged and opportunities to ask questions openly and in private e.g. post it notes/class issue boxes will be used;
- clarity about the topics being taught will be shared with pupils;
- if a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later;
- individual questions may be answered by the teacher at the end of the session, and;
- some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the relationship and health education programme and associated issues. Classteachers responsible for teaching the subjects will receive guidance from the Team Leaders at the beginning of each term to ensure that they are fully equipped to plan and teach the subjects effectively. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

Equality and accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it must not unlawfully discriminate against:

- gender - women/girls and men/boys
- people of different races
- people with disabilities
- people with different religions or beliefs or with no religion or belief
- people of different ages
- lesbian, gay and bisexual and straight people
- people who have changed their sex/body so that it matches their gender identity or people whose gender identity is different from the sex they were assigned from birth

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of learning and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

The curriculum will be 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 a mum and a dad, blended families (step/half siblings) 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). Provisions under the Equality Act 2010 allow the school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, the school will consider pupils' needs, including the gender and their age range.

The school will encourage pupils to be respectful of the differences between boys and girls, but it will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, the school will discourage negative characterisation of gender such as *boys don't cry*, or *girls shouldn't play football* and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust behaviour policy, which sets out the school's expectations of pupils.

Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

At Bigland Green pupils are not taught sex education beyond what is required in the statutory science curriculum. In line with the school's safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure the pupil has the knowledge and skills to keep themselves and others safe.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum (see Appendix C for objectives taught and terminology used). The changing of the adolescent body topics will be taught in single sex groups and, where possible, by a member of staff of the same gender.

Monitoring and review

Implementation will be monitored by the Headteacher, and members of the school leadership team (SLT), and reported on to the Governing Body.

This policy will be reviewed on an annual basis by the headteacher and governors will review the policy bi-annually. The policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. The governing board is responsible for approving this policy. Any changes made to this policy will be communicated to all staff and parents by the school website.

Date approved	Signature	Review date
May 2021		March 2023

Appendix A: content for **relationship education**

By the end of primary school...

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Families and people who care for me</p>	<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 marriage¹ 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.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Caring friendships</p>	<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, having 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.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Respectful relationships</p>	<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.

1. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Appendix B: contents for **health education**

By the end of primary school...

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 and 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 and 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 and 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 and 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.
Changing adolescent body	<p>Pupils should know:</p> <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.

Appendix C: A **summary** of the school’s curriculum for RHE

This is a draft summary which will be updated with the developments in the Bigland Green curriculum. The school will aim to ensure that RHE is being taught through the whole school curriculum. However, there will be stand-alone sessions. Depending on the contents, some of the stand-alone sessions may be taught in single-sex groups as stated in the policy.

Year Group	Content	How taught	Taught by
EYFS	<i>All about me</i> <ul style="list-style-type: none"> Who is in my family? What makes me happy? Making friends at school and outside 	Stories, Big Thinking, modelled play, all areas of the EYFS curriculum	EYFS practitioners
	Children in EYFS will be taught about health and self-care in-line with the Early Learning Goals (ELG) and relevant aspects of physical development (PD)		
Year 1	<i>Relationships</i> <ul style="list-style-type: none"> What makes a healthy family? How to find a friend? <i>Health and wellbeing</i> <ul style="list-style-type: none"> Emotions <i>My future self</i> <ul style="list-style-type: none"> Celebrating differences 	Through the use of Big Thinking, children’s literature, educational resources, guest speakers, class discussion, debate, trips and visits, charity work etc.	Classteacher
Year 2	<i>Relationships</i> <ul style="list-style-type: none"> What should a family be? Other types of family. Healthy friendships & boundaries. <i>Online</i> <ul style="list-style-type: none"> Gaming: reality versus virtual 	Through the use of Big Thinking, children’s literature, educational resources, guest speakers, class discussion, debate, trips and visits, charity work etc.	Classteacher
Year3	Relationships <ul style="list-style-type: none"> Different types of family: Adoption, Orphans, Young Carers Who makes choices for you? Bullying: Being a bystander Health and Wellbeing <ul style="list-style-type: none"> Managing emotions Names of body parts – penis, vagina, bottom/anus Self-care Stranger danger 	Through the use of Big Thinking, children’s literature, educational resources, guest speakers, class discussion, debate, trips and visits, charity work etc. Assemblies/ anti-bullying week E-safety workshops – mention for all year groups??	Classteacher Resource: NSPCC PANTS
Year 4	<i>Relationships</i> <ul style="list-style-type: none"> Extended families How to be a good friend & unhelpful friendships <i>Living in the Wider World</i> <ul style="list-style-type: none"> Slavery Arranged marriage 	Through the use of Big Thinking, children’s literature, educational resources, guest speakers, class discussion, debate, trips and visits, charity work etc.	Classteacher
Year 5	<i>Relationships</i> <ul style="list-style-type: none"> Dysfunctional families Smashing stereotypes Prejudice <i>Health and wellbeing</i> <ul style="list-style-type: none"> Names of body parts: penis, vagina, breasts/nipples, testicles, vulva, bottom/anus 	Through the use of Big Thinking, children’s literature, educational resources, guest speakers, class discussion, debate, trips and visits, charity work etc.	Classteacher Resource: NSPCC PANTS

	<ul style="list-style-type: none"> • Puberty and Periods • <i>Online</i> <ul style="list-style-type: none"> • Social Media 		
Year 6	<i>Relationships</i> <ul style="list-style-type: none"> • Influences outside of school: grooming, consent, coercion. <i>Health and Wellbeing</i> <ul style="list-style-type: none"> • Human Reproduction. <i>Online</i> <ul style="list-style-type: none"> • Phishing, grooming, fraud. 	Through the use of Big Thinking, children's literature, educational resources, guest speakers, class discussion, debate, trips and visits, charity work etc.	Classteacher

Appendix D:

Links to **statutory requirements for science** in the national curriculum

Year 1 – Statutory requirements

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 – Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 3 – Statutory requirements

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4 – Statutory requirements

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 5 – Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Year 5 – Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Year 6 – Statutory requirements

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.