

# Viking Academy Trust



## Relationships, RSE and Health Education Policy

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Upton Junior School

Approved by the Trust: Term 3 2020

Reviewed biennially: Term 3

Last review date: Term 3 2023



Signed \_\_\_\_\_ Chair of Trustees

### **What are the aims of this policy?**

The aims of this policy are as follows:

- To ensure complete clarity about what is being taught in regard to Relationships Education, RSE and Health Education at Upton Junior School.
- To provide parents and carers with information about the intention, implementation and impact of the content taught, including information about their right to withdraw their children from aspects of the content being taught.
- To ensure that content covered is aligned to the needs of the pupils in our school.

### **What is outlined in this policy?**

This policy outlines the definition for Relationships Education. This important aspect of teaching is part of our PSHE (Personal, Social and Health Education) curriculum.

### **Who is this policy for?**

This policy is for staff, parents and carers, governors and any other body who so wish to explore how Upton Junior School teach and monitor relationships education.

A copy of this policy can be found on our school website and can be provided to anyone who wishes to explore it further.

### **Who has created this policy and when will it be reviewed?**

This policy has been formed by the staff of Upton Junior School in liaison with the local advisory body. Drafts of this policy will be shared with parents and reviewed.

### **Intention**

### **What is 'Relationships Education'?**

Relationships Education refers to teaching pupils to recognise and maintain healthy and positive relationships in their lives. This includes friendships, family relationships, and relationships with other children and adults.

### **Why do we teach Relationships Education?**

Although schools have always been expected to teach pupils about safe and positive relationships, this content was previously non-statutory. However, from September 2020, all schools must cover the Relationships Education content outlined in the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance (2019).

It is our intention that -

- Pupils practice holding respectful relationships with others whilst at school.
- Pupils feel ready for the relationships that each new stage of their lives bring as they grow and move through the school.

- Pupils leave Upton Junior School in Year Six as young people who hold a strong foundation of understanding about how to create and maintain positive and healthy relationships with others in all contexts, including online.

### **What will be taught in Relationships Education?**

Throughout their time at Upton Junior School, pupils will accumulate and develop character traits and personal attributes (through our core values) which will enable them to know ways to build strong and positive relationships with others.

Importantly, our pupils will also be taught the knowledge they need in order to recognise and report abuse (emotional, physical or sexual) or relationship concerns. This includes learning how to stay safe online.

By the end of primary school, as outlined by the statutory guidance from the Department for Education (2019), our pupils will have developed the following knowledge relating to relationships education:

#### **Families and people who care for me**

Pupils will know that:

- 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

*Particular consideration will be required from teachers in this unit if a child is adopted, fostered or in some way separated from the family unit*

#### **Caring friendships**

Pupils will know that:

- 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 will know that:

- 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

Pupils will know that:

- 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 will know that:

- 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.

### Implementation

#### Who will teach Relationships Education?

Although Relationships Education is taught discretely by a child's class teacher throughout each term, the values and key messages behind relationships education are also reflected continuously throughout our school year by all staff.

#### How will Relationships Education be taught?

Relationships Education is a core part of our PSHE theme, being the second of three overarching themes of our PSHE scheme of work. These lessons are taught during the afternoons of the first week of a new term. They are also taught on special focus days: "Personal Development Days", that take place across the year. PSHE is also taught weekly in class. The content of the lessons is informed by the statutory learning outcomes for relationships education provided by the DFE. Resources from the PSHE Association, among other resource banks, are used to supplement and support the planning and learning. It is the responsibility of the teacher to ensure that any children with SEN, special circumstances or any additional needs are considered when planning and delivering the teaching of relationships education.

Relationship Education lessons are taught progressively and cohesively. This means that key messages build throughout the school year and throughout each year group.

**Our “Relationships” curriculum within our PSHE policy:**

<b>CORE THEME 2: RELATIONSHIPS</b>	
This core theme focuses on: 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships Pupils should have the opportunity to learn:	
Year 3	R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
Year 4	R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view R11. to work collaboratively towards shared goals
Year 5	R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) R15. to recognise and manage 'dares' R16. to recognise and challenge stereotypes
Year 6	R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

Themes relating to relationships education are also taught during weekly assembly slots led by SLT and through workshops or special events. Links are also made in some UBBC topics.

**Impact**

**How will relationships education be monitored and evaluated?**

The content of coverage for Relationships Education is clearly outlined for the staff of Upton Junior School. It is therefore very clear to staff what content must be covered in their year group and how this content fits into the wider picture of learning across the school.

Pupils' learning in Relationships Education is informally assessed and evaluated by the teaching staff following each lesson taught. These teacher assessments are made with consideration of a pupil's contributions during discussion, and questions they may ask or answer and through any recorded work completed in response to the lesson input. If it becomes apparent that a child needs further support for any aspects of relationships education, teachers act by providing the appropriate interventions and holding conversations with parents or the school SENCO or DSL

if necessary. These evaluations are made with safeguarding in mind and in accordance with keeping children safe in education.

Senior leaders and the Personal Development Leader will monitor and evaluate the provision for relationships education through informal lesson observations, conversations with staff and pupils and observations about how well the intentions of relationships are embedded within the school day.

### **Can I withdraw my child from Relationships Education?**

The government has advised that there is no right to withdraw from Relationships Education at primary or secondary because the content of these subjects - such as family, friendship, safety (including online safety) - is important for all children.

## **Section 2: Relationship and Sex Education (RSE)**

### **What is 'Relationships and Sex Education'?**

Relationships and Sex education (or RSE) refers to learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

### **Is RSE the same as Relationships Education or Health Education?**

RSE is different to 'Relationships Education', which focuses mainly on recognising, understanding and developing positive and healthy relationships. It is also different to 'Health Education', which focuses mainly on mental and physical wellbeing.

The teaching of both Relationships Education and Health Education is compulsory for all schools.

For primary schools Sex Education is not compulsory and is not taught at Upton Junior School. Year 5 pupils are taught about puberty, in preparation for their transition to secondary school, and parents are invited into school to see the content of this unit closer to the time. Life cycles are taught as part of the Science National Curriculum.

## **Section 3: Health Education**

### **What is 'Health Education'?**

Health education refers to the teaching and learning of both physical health and mental wellbeing.

### **Intention**

### **Why do we teach Health Education?**

At Upton, we know that teaching pupils about their physical health and mental wellbeing, and how they are interlinked, is a key responsibility of schools. When pupils understand physical health, they can use this learning to lead and maintain healthy choices. They know how and why physical health is important, and they understand the value of caring for their physical health. Raising pupils' awareness of how to evaluate, improve and maintain good mental wellbeing is of the utmost importance.

It is our intention that:

- Pupils know that both physical health and mental wellbeing can be impacted by our behaviours.
- Pupils know how to recognise when their physical health or mental wellbeing is good or bad.
- Pupils know that speaking out about their mental wellbeing and seeking support can safeguard them against mental ill health.
- Pupils develop skills and strategies, such as resilience and self-regulation, and know how to deploy these in order to guard themselves against poor physical health or mental ill health.

### Implementation

#### Who will teach Health Education?

Health Education might be taught by class teachers, PE and sports teachers, senior leaders and special visitors.

#### How will Health Education be taught?

Health education will be taught discretely through various subject areas including science, PSHE and PE. However, the vital messages of Health Education are taught through all aspects of school life from lunchtimes to on stage performances.

#### What content is taught in Health Education?

By the end of primary school, as outlined by the statutory guidance from the Department for Education (2019), our pupils will have developed the following knowledge relating to health education:

#### **Mental wellbeing**

##### **Pupils should know:**

- 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**

##### **Pupils should know:**

- 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.

#### **Fitness and Physical Health**

**Pupils should know:**

- 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**

**Pupils should know:**

- 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**

**Pupils should know:**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### **Health and Prevention**

**Pupils should know:**

- 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**

**Pupils should know:**

- 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**

**Pupils should know:**

- 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.

## Impact

### Monitoring and Evaluation of Health Education:

Through lessons, pupils will be encouraged to informally self-assess by answering simple questions about their knowledge and understanding. For the Science aspects of Health Education, teachers will formally assess pupils learning in line with assessment approaches for other core subjects. The effectiveness of health education will be monitored by the PD lead. This monitoring will be through informal lesson observations, discussions with staff and pupils and exploration of any outcomes

produced. The effectiveness of health education across the school will be evaluated annually by the PD lead alongside the senior leaders. Any reflections will be used to inform the improvement of provision.

**Overall impact:**

The main intended outcomes of our health education programme are that pupils will:

- Know the importance of exercise, good nutrition and sufficient sleep.
- Know and identify a range of emotions.
- Know how to articulate how they feel physically and mentally.
- Know how to support themselves and others' health and wellbeing.
- Understand the link between physical health and mental wellbeing.
- Know why and how to ration their time spent online.

As a result of this teaching and learning, we expect our pupils to value both their physical health and mental wellbeing.