

WEXHAM COURT PRIMARY SCHOOL

Health and Relationship Education Policy

2024 - 2025



Date Approved: Summer 2024

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Approved By: Full Governing Body & Head Teacher

WEXHAM COURT PRIMARY SCHOOL

HEALTH AND RELATIONSHIPS EDUCATION POLICY

Preparing every child to become a successful individual in an ever evolving world.

Build belonging

Strive for excellence

Do the right thing

EQUALITY STATEMENT

At Wexham Court Primary School we are proud of the diversity of our students and staff and are committed to promoting a positive and inclusive culture in which all are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, beliefs, sex or sexual orientation. We acknowledge that we are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions and that this can negatively impact traditionally marginalised and disenfranchised students. In all areas of our school, we strive to understand and appreciate all aspects of diversity, equality and inclusion and proactively adapt our school policies and procedures accordingly.

Written by Wexham Court staff and pupils

'If we don't educate our children on these matters, someone else will'

1. INTRODUCTION

Health and Relationship Education (HRE) will reflect the values and aims of our Wellbeing Curriculum. HRE is taught in the context of relationships, responsibilities and growth. In addition, HRE will promote self-esteem and emotional literacy, healthy living and well-being and help the children form and maintain positive and healthy relationships, based on respect for themselves and for others, at home, school, work and in the community.

We aim to provide a holistic education for all children. Every pupil will receive their full entitlement to HRE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic development. Through our curriculum children will learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

2. DEFINITION

Health and Relationships education (HRE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

HRE involves a combination of sharing information, and exploring issues and values. The wellbeing curriculum brings together, physical, emotional and spiritual education, which is designed to help children make the best possible choices for them and their community. They reflect on their learning, build upon ideas and beliefs and challenge or are challenged in regards to their views. The core purpose of the curriculum is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community, enabling confident, emotionally intelligent and reflective citizens. Our Health, Relationships and Wellbeing Curriculum ensures that our children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. We have developed a clear coverage and progression of skills and content in PSHE, RE, PE and Mental Health. These disciplines do not stand alone they complement each other and are taught to ensure links are made throughout the learning process. We understand the sensitive nature of teaching HRE and we have taken into account the views collated from parents. We understand and value the role of religion and are committed to delivering a curriculum which is most appropriate for our setting.

The key aims of Health and Relationships education (HRE) at Wexham Court are to:

- Provide a holistic and age-appropriate curriculum in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of physical and emotional development and the importance of health and hygiene
- Support children in developing feelings of self-respect, confidence and empathy
- Create a positive culture around issues of equality, sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare children for living in a diverse and ever evolving world, providing them with the correct knowledge, terminology and ensuring that misconceptions are addressed so that children know more, remember more and understand more about HRE
- Ensure that the curriculum design is underpinned by our school values and fundamental British Values
- Provide an inclusive, calm and safe environment in which sensitive discussions can take place so that pupils have confidence to ask questions
- Teach children about what a positive self-image is and, how having a positive view of our selves enhances our mental health and wellbeing.

3. IMPLEMENTATION

At Wexham Court we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE:

- Health and Relationships Education is delivered through the Science, RE and PSHE Curriculum. A planned and co-ordinated approach to each subject area provides an appropriate framework for the objectives of HRE to take place.
- HRE is taught by class teachers who have received in depth training in delivering the content to their classes. The sessions will be underpinned by the mindfulness approach and will be taught using a range of teaching methods including philosophical questioning, debate, use of ICT, discussions, looking at case studies, drama and role-play.
- Health and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant. On these occasions parents will be informed.
- The children's reflections of their learning will be evidenced and in their Jigsaw journals where they are encouraged to present their reflects in whatever way they choose.
- HRE will be taught in the summer term across the school in PSHE lessons and elements within the science curriculum will be taught in the spring term.

Curriculum coverage has been updated and reviewed in line with the HRE statutory Guidance

4. IMPACT

Through the PSHE Curriculum design we have ensured robust coverage, progression and planning for all units. Each series of lessons has a clear structure and an end of unit assessment, which will inform the planning process, children's next steps and support us in refining and developing this Curriculum further.

5. STATUTORY REQUIREMENTS

The Department for Education passed legislation to include mandatory Relationships and Health Education in the National Curriculum for primary schools in September 2020. Primary aged children will learn that not all families are the same and to respect these differences. They will also learn about bullying and how to treat others with respect, whether this is within their immediate relationships, or in the wider community (this is covered in the Jigsaw unit 'Celebrating differences'). The guidance also states that when learning about different families, care should be taken to avoid stigmatisation of children based on their home circumstances. It also reaffirms the duty for schools to comply with the

law (including the Equality Act 2010 and the Marriage Act 2013) as it applies to relationships, so that children and young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make, within the Equality Act, where sexual orientation and gender-reassignment are two of the nine protected characteristics. The Relationships and Health Education guidance does not suggest a specific age when LGBTQ+ should be brought into the curriculum, but there is an expectation for it to be included in a sensitive and age-appropriate manner. Schools are also required to promote fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

6. WHAT DOES HEALTH AND RELATIONSHIPS EDUCATION COVER?

Relationships Education in primary schools covers ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’. The guidance states that by the end of primary school all children should know: ‘how to report concerns or abuse, and the vocabulary and confidence needed to do so’. The guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT+ and gender equality, in line with the Equalities Act 2010. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their relationships and to take responsibility for their sexual health and well-being.

At Wexham Court HRE enables children to understand what good practice in being inclusive looks like and reflecting difference through teaching, creating a positive culture and ensuring that any incidents of negative behavior are not tolerated. Opportunities within the curriculum might arise, for example, when considering different types of family, the law around marriage or different marriage customs. Underpinning this work with the fundamental British values of acceptance, tolerance and valuing difference will allow us to make clear that the views of different faiths can vary but difference will be accepted and valued within the law. The Department for Education is very clear that parents do not have the right to dictate or veto the content of relationships and health education on the grounds of protected characteristics. We will ensure that fundamental British values are promoted and protected characteristics are reflected to ensure that no one characteristic is seen to be valued over another.

7. TEACHING CHILDREN TO ACCEPT DIFFERENCE AND TO FOSTER GOOD RELATIONSHIPS WITH OTHERS

HRE does not ‘promote’ LGBTQ+ lifestyles. However, it does raise children’s awareness that some people in society are LGBTQ+. This is not done in isolation. When discussing similarity and difference in lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons, they will also be introduced to different cultures and ethnicities, people with different religions and

beliefs, and about people with disability or special needs. They will also be aware that some people are from the LGBTQ+ community.

When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism.

8. HEALTH AND SEX EDUCATION CURRICULUM

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’. Health Education includes a section for primary schools on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle. Relationships Education, Health Education and science together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behavior and right and wrong. Effective HRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

| Key aspects covered in KS1 | Key aspects covered in KS2 |
|--|---|
| <ul style="list-style-type: none"> • Growing from young to old • how my body has changed since I was a baby • Friendship and family life • Safeguarding • Family stereotypes • How boys and girls bodies are different • Scientific vocabulary for identifying body parts • Transition to new Year group | <ul style="list-style-type: none"> • How babies are made • My changing body • Puberty • Menstruation • Becoming a teenager • Assertiveness and self-respect • Self and body image • Relationship skills e.g., conflict resolution • Accepting change • Looking ahead • Moving/transition to secondary school |

We recognise that sex education is not compulsory in primary schools; however, we have decided to cover some content on sex education to meet the needs of pupils and prepare them for the transition to high school. Sex and Health education content is taught in Years 5 and 6 in PSHE. In addition, the

subjects in bold in the table above are taught as part of the science curriculum and are statutory. Children can therefore not be removed from those lessons. The main objectives include:

- Year 5 - puberty, self and body image and conception
- Year 6 –the knowledge of Year 5 is built on and progressed. They will cover puberty for boys and girls, and understanding conception to birth of a baby. All lessons are taught using simple, age appropriate language.

9. DEALING WITH DIFFICULT TOPICS / QUESTIONS

Each year group will be taught appropriate to their age and developmental stage. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

- **'Silly questions'** Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.
- **'Concerning questions'** these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
- **'Genuine questions'** the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed.

- A **'Worry box'** is in place in every classroom and is checked daily. Children can use this freely and are encouraged to do so if they are worried or concerned about anything.

Parent workshops will be delivered prior to the unit. This will be a chance for parents to view the resources used and understand the context behind the curriculum. We will also discuss what pedagogical approaches we take to teaching HRE. See Appendix 3 for further information on how parents can discuss topics and answer their children's questions.

10. SAFEGUARDING / CONFIDENTIALITY

Teachers need to be aware that effective Health and Relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Equally that it may be a very difficult and personal subject for some children. If a disclosure was to arise staff will follow our safeguarding process:

- The staff member will inform the DSL and follow the school's safeguarding and child protection policy.
- Ask the DSL if there are any concerns of any children when teaching SRE in regards to puberty and reproduction.
- A member of staff cannot promise confidentiality if concerns exist.

11. DIFFERENTIATION/SEND PROVISION

The Jigsaw units are written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Jigsaw lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

12. PARENTAL ENGAGEMENT

The Health and Relationship Education policy is shared on the school website and full details are available on request. The school informs parents when aspects of the Health, Sex and Relationship programme are taught and will be given an outline of the lessons in advance.

From September 2020 parents are not able to withdraw from Relationships and Health Education, and this includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity and different families.

Parents do have the right to withdraw their children from the sex education part of the HRE programme (non-statutory objectives taught in Years 5 and 6) and alternative arrangements will be

made for their children's supervision. The request to withdraw must be made in writing to the Head of Year using the form found in Appendix 1. Alternative work will be given to children who are withdrawn from sex education.

13. MONITORING, ASSESSING AND REVIEWING

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by team teaching and coaching, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the HRE programme will be evaluated by assessing children's learning by analysing the data from insights and implementing change if required.

The governing board will review this policy regularly in the light of any changes to the national curriculum or to legislation and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

14. LINKS WITH OTHER POLICIES

This policy is linked with the following policies:

- Equal Opportunities
- Child Protection & Safeguarding
- E-Safety
- Behaviour
- Anti-Bullying
- Curriculum policy

This is a true version signed by

Mr J. Reekie, Chair of Governors

Signed:

Date:

Miss N Mehat Headteacher

Signed:

Date:

Review date: Summer 2025

Appendix 1 – Parent Form: Withdrawal from Sex Education within RSE (Year 5 and 6 only)

| | |
|--|-------|
| TO BE COMPLETED BY PARENTS Date: | |
| Name of child | Class |
| Reason from withdrawing from sex education within Health and Relationships education | |
| Any other information you would like the school to consider? | |
| Parent Signature | |
| TO BE COMPLETED BY SCHOOL | |
| Agreed actions from discussion with parents | |
| SLT signature approval | |

Appendix 2 – Glossary of Terms

Holistic Education – A philosophy of education based on the premise that each person find identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace

Equality Act - The *Act* provides a legal framework to protect the rights of individuals and advance *equality* of opportunity for all. It provides Britain with a discrimination *law* which protects individuals from unfair treatment and promotes a fair and more *equal* society.

Sexual Orientation – Sexual orientation is about who you're attached to and want to have a relationship with. Sexual orientation includes gay, lesbian, straight, bisexual and asexual.

LGBTQ+- This acronym stands for lesbian, gay, bisexual, transgender and queer (or questioning) and others.

Inclusive - Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the curriculum

Healthy relationships - A healthy relationship is when two people develop a connection based on: Mutual respect. Trust. Honesty. Support.

Protected Characteristics - The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity

British values - According to Ofsted, British values are: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Democracy - can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.

Liberty Individual liberty - this suggests the free exercise of rights generally seen as outside Government control.

Rule of Law - All people and institutions are subject to and accountable to law that is fairly applied and enforced.

Mutual Respect - The proper regard for an individual's dignity, which is reciprocated.

Tolerance of Those with Different Faiths and Beliefs - A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.

Appendix 3 – A guide for parents and carers

How can I talk to my child about relationships, puberty and human reproduction?

For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem awkward and difficult. Either way, it is important to remember these key points:

- We all want children to feel safe and to be happy and healthy
- We need to consider their needs
- We need to normalise talking about relationships, puberty and human reproduction so taboos don't need to exist
- We might need to challenge our own ways of thinking
- We have choices: we can avoid it or we can communicate openly and honestly with children – they need us!

Here are some tips for talking to your child:

- Be honest: if you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, allowing our brains to fill up with all the possible horrors that an innocent question could be about, when actually a child just wants (and needs) a very simple, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open: having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology: it helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.
- Respond to what children say they need: bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us time and time again that children want and need HRE that is age- and stage-appropriate, that teaches them about relationships and emotions. We may feel that they know too much, when actually ignorance is the enemy of innocence: we believe effective HRE delays sexual activity, ensures children are safer and empowers them to make their own healthy choices.

- Answer questions and don't be afraid to say: 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as: 'That's a good question, and let's talk about it once we get home' (then make sure you do!).
- Always respond: if you don't, she or he may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you raise the subject.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Listen rather than judge. Try asking them what they think.
- Enjoy it. Laugh with each other.
- Work in partnership with the school.
- Most parents/carers want their children to be healthy and happy.