



## **BRAMINGHAM PRIMARY SCHOOL**

**'Meeting individual needs, to the best of our ability'**

# **Relationships & Health Education Policy**

**Approved by Governors**

Date: January 2023

This Policy must be reviewed annually.

**STATUTORY**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

Every individual, every achievement and every moment matters

## **Introduction:**

At Bramingham Primary School, we believe in providing a broad and balanced curriculum for our pupils that is tailored to meet the needs of individuals. This also involves providing a comprehensive Relationships and Health Education (RHE). We have developed our RHE curriculum from EYFS up to Year 6, following the Christopher Winter Project (CWP) scheme, 'Teaching SRE (or RHE) with Confidence in Primary Schools'. This scheme, and its resources, has been quality assured by the PSHE Association. Our curriculum reflects recent changes to the PSHE curriculum and ensures adherence with statutory expectations. Our RHE curriculum is designed to complement learning undertaken in other curriculum areas, such as science, PSHE and computing. It will be a natural part of pupils' learning. Our pupils will benefit from a carefully planned and delivered curriculum that will build in complexity as they progress through the school years, taking into account what is appropriate at each stage.

## **Aims:**

Our intention is to ensure that our pupils have the knowledge, understanding and skills they need become happy, healthy, successful and responsible citizens. In addition, it is our intention that our children have a good understanding of the world we live in and the people within it. This will be accomplished through the designing and implementation of a robust and high quality RHE curriculum.

## **Overview of Key Areas:**

**Relationships Education** - The focus in primary school will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This will work alongside learning in PSHE and will be underpinned by the ethos of the school and by our Values Education approach.

## **Statutory requirements by the end of Primary School:**

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li></ul>
	<ul style="list-style-type: none"><li>• 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.</li><li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>

<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>

<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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**Health Education** - Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

### **Physical Health Education**

Pupils will develop a good understanding of the factors that influence physical health and they will recognise the importance of maintaining a healthy body. They will study the effects of diet, hydration, rest and drugs alcohol and tobacco. They will also learn some health and safety measures, including the application of basic first aid.

An important part of this learning is for pupils to understand their own bodies. The national curriculum for science includes subject content such as the naming main external body parts and understanding the human body as it grows from birth to old age. In upper KS2, pupils will be taught about changes that they will undergo during puberty. Puberty, including menstruation, will be covered in Health Education, as far as possible, before onset. Male and female pupils will be prepared for physical changes they and their peers will experience. This is in accordance with statutory requirements.

### **Mental Health Education**

Pupils will develop self-awareness, recognising mental health as an important component of overall health and well-being. They will learn to recognise, express and govern their emotions. They will also learn about factors that can positively or negatively impact on mental health. Additionally, they will learn strategies for maintaining and improving good mental health.

An important part of this learning is for pupils to understand the impact that puberty can have on mental health. Male and female pupils will be prepared for changes they and their peers will experience as a result of hormonal changes. This dovetails with work done on physical health in science and PSHE. This is in accordance with statutory requirements.

## Statutory requirements by the end of Primary School:

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• 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.</li></ul>
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	<ul style="list-style-type: none"><li>• 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.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• 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).</li><li>• 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.</li></ul>
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<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits.</li><li>• 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.</li><li>• 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.</li><li>• why social media, some computer games and online gaming, for example, are age restricted.</li><li>• 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.</li><li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>• where and how to report concerns and get support with issues online.</li></ul>
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<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## **Equality**

In accordance with the provisions of the Equality Act, Bramingham Primary School will 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). We are aware of issues such as sexism, racism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. We recognise the crucial role that schools have to play in such matters.

## **LGBT+**

We will ensure that teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach their pupils about LGBT, we will ensure that this content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. This is in accordance with guidance.

## **Pupils with special educational needs and disabilities (SEND):**

Our RHE will be accessible for all pupils. We aim to meet the needs of all, including those with special educational needs and disabilities. Where appropriate, we will meet with parents to discuss the content and how it will be accessible for their child.

## **Working with parents:**

We understand the sensitive nature of some of the content in our RHE curriculum and, as such, we are committed to working with parents and families at each stage of the process. Our policy and curriculum will be freely accessible to all. Parents will be consulted with, prior to the delivery of RHE lessons each year. Parents will have the opportunity to view teaching overviews and materials. We welcome questions and feedback on our policies and practices.

**Please note that our curriculum covers only the compulsory elements of the national curriculum. It is statutory for all children to receive this basic entitlement. As we are not delivering a Sex Education programme, parents will be unable to withdraw their children from sessions.**

## The Christopher Winter Project - an overview:

The CWP has developed programmes for PSHE Education since 1995. The RHE primary programme is a quality, age appropriate PSHE Association assured resource. The PSHE Association is the national body for Personal Social, Health and Economic (PSHE) education. This quality mark allows schools to deliver RHE with confidence.

