



Woolmore  
Primary School

## **Health and Relationships Education Policy and Guidance**



Following consultation with parents this policy was agreed by the Governing Body  
on the 13<sup>th</sup> July 2021

# Health and Relationships Education Policy

## Aims

Woolmore Primary School is committed to promoting the health and wellbeing of all pupils in our school, putting safeguarding at the heart of everything we do. We value, respect, and want our pupils to learn how to get along well with other people, how to care for themselves and others and how to keep themselves safe by making good choices.

In teaching Relationships and Health Education to pupils we aim to:

- Teach Relationships and Health Education as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010.
- Ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions.
- Teach children to understand the changes to their body as they grow and develop.
- Support children to behave in a mature, respectful and responsible way.

## Context

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

(Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4 -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf))

## **CURRICULUM PROVISION and CONTENT**

The Health and Relationships Education curriculum has three aspects, two are statutory and one is non statutory

### **Statutory Content:**

- **Health Education - Physical Health and Mental Wellbeing**
  - Mental Wellbeing
  - Internet and Safety Harms
  - Physical Health and Fitness
  - Healthy Eating
  - Drugs, Alcohol and Tobacco
  - Health and Prevention
  - Basic First Aid
  - Changing Adolescent Body (including. puberty)
- **Relationships Education**
  - Families and People Who Care for Me
  - Caring Relationships
  - Respectful Relationships
  - Online Relationships
  - Being Safe

### **Non-Statutory Content:**

- Human Reproduction (DfE recommend in Year 6 science curriculum)

## **National Curriculum: Science**

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The science curriculum also has content that supports the learning in the Relationships and Health Education curriculum. This includes the human body, lifecycles, healthy eating and the importance of exercise. Puberty is also included in the non-statutory element of the science programmes of study as something children should learn about. Relevant aspects of the science curriculum include:

### **Key Stage 1**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (e.g. touch, smell, taste)
- notice that animals, including humans, have offspring which grow into adults
- describe the importance of exercise, eating the right amounts of different types of food, and hygiene for humans

### **Key Stage 2:**

#### **Year 3**

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food but instead they get nutrition from what they eat

#### **Year 5**

- 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
- describe the changes as humans develop to old age

#### **Year 6**

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## **MONITORING, EVALUATION and ASSESSMENT**

### **Monitoring and Evaluation**

The subjects will be monitored and evaluated through the school's monitoring processes which include:

- Work scrutiny (book looks) – this will often be in 'Year Books'
- Pupil voice
- Lesson observations including monitoring of planning
- Subject leader evaluation
- SIP review processes when applicable

It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.

### **Assessment**

The school will use AFL (assessment for learning) strategies to identify pupils' prior knowledge. Teachers will assess pupils' learning and progress throughout a lesson using AFL. At the end of a sequence of lessons teachers will utilise the PSHE end of unit reflection templates as an assessment tool where applicable. The PSHE lead will review learning and progress across year groups through in-school monitoring systems. Opportunities for subject leaders to review pupil outcomes against the outcomes of pupils of other LBTH schools will be planned through the school's partnership work i.e. The Poplar Partnership

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The school will evidence pupils' learning and progress through:

- documented learning in pupils' books/class books (including end of unit reflections for relevant aspects of the Relationships and Health curriculum)
- monitoring activities (including pupil voice)
- its rolling programme of curriculum review as part of the School Improvement Plan

### **THE RIGHT TO WITHDRAW**

#### **No Right to Withdraw**

There is no parental right to withdraw from Health and Relationships Education or any National Curriculum subject as these are statutory part of the curriculum

#### **Right to Withdraw**

Parents have the right to withdraw from the Human Reproduction lessons in Year 6.

#### **Withdrawal Process**

The school is happy to meet with parents to discuss concerns and show resources. Ultimately we will always respect a parental request to withdraw their child from human reproduction in Year 6.

### **EQUALITIES and SAFEGUARDING**

#### **Equalities**

The school is committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against the Protected Characteristics in the Equality Act. It also includes tackling any form of discrimination including racism, disability discrimination, sexism, misogyny, homophobia and gender stereotypes.

Tower Hamlets recommends that schools teach about different types of families as part of our learning and commitment to equalities and diversity education. We want all children to feel welcomed and included in our school. This will be a part of the Year 3 Celebrating Difference PSHE Jigsaw Key Stage 2 curriculum. This aspect of learning is also important in terms of tackling homophobic behaviour and bullying.

#### **Naming of Private Body Parts**

Tower Hamlets recommends that children learn the names of some private body parts, as a safeguarding issue. This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The more children can name both the public and private body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse.

Through our community voice work we have identified that some parents were sensitive to when the naming of private body parts is taught. We will teach basic body parts in KS1 and private body parts in KS2 as recommended by the Local Authority.

#### **Puberty**

Tower Hamlets recommends that lessons about puberty begin in Year 4, to prepare children for puberty and menstruation for girls, before it occurs. Through our community voice work we have identified that some parents are sensitive to the fact that both boys and girls learn about menstrual wellbeing, including the key facts about the menstrual cycle as part of statutory health education content i.e. Changing Adolescent Bodies. Therefore, these lessons will be taught in single sex groups in year 5 and we will invest time ensuring that parents are clear about how the teaching is done and what resources are used. We will offer teaching in Y4 for girls who have started to menstruate.

#### **SEND**

The delivery of the content will be made accessible to all pupils, including those with SEND.

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## Disclosures

Any disclosures will follow the schools agreed safeguarding procedures.

## RESOURCES

### Teaching Resources

At Woolmore we are committed to using diagrams and to teach single sex lessons. We are available to share resources and plans should parents wish to find out more.

The school will use the following teaching resources:

Relationship Education:

- Jigsaw including units on family diversity

Health Education:

- Jigsaw
- Project Evolve (online safety)
- Busy Things online safety pack
- Real PE (Physical Health and Fitness)

Puberty:

- Jigsaw – amended as appropriate

Human Reproduction:

- Jigsaw – amended as appropriate

## CONSULTATION AND PARTNERSHIPS

### Parents

Our relationship with parents/carers is very important. We are appreciative of the interest and support parents have shown during the consultation process. We will continue to engage and communicate effectively with parents on all aspects of this policy.

### Staff

The school encourages staff to contribute and support this Health and Relationships policy. The school holds staff meetings and training on the curriculum to ensure that all staff feel confident to deliver this content.

### Governors

Governors, in conjunction with the Headteacher and SLT, ultimately make the decision about whether to follow the Borough recommendations about which topics should be taught and at what stage in the curriculum.

The DfE Relationships and Health guidance (2019) provides further clarification as to the role of Governors:

“As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.”

(Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 16

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### **Appendix 1: Primary Health and Relationships Education Curriculum Overview**

#### **Relationship Education**

##### **Families and People Who Care For Me:**

Pupils should know:

- that families are important for children growing up because they can give love, security and stability

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- 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 stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### **Caring Friendships**

Pupils should know:

- 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 should know:

- 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 should know:

- 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

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- 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 should know:

- 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

### **Physical Health and Mental Wellbeing**

#### **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:



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- 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**

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:

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- 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 2: Managing Difficult Questions**

Sometimes children may ask a question or make a comment that goes beyond the curriculum or is sensitive. This guidance outlines how these questions should be responded to:

#### **Scenario 1: A question about something that has not yet been taught in the curriculum**

Acknowledge e.g. that's interesting, it's good to ask questions... *"That isn't something we will be talking about in our lessons. You may want to talk to your parents about it."*

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### **Scenario 2: Child asks a question/expresses a family viewpoint**

Answer factually, *"Some people believe...The right thing to do is to be respectful of everybody"*

### **Scenario 3: A question about something that is not taught**

*"Thank you for sharing your thoughts. We don't learn about that at school, you might want to ask your parents about it"*

### **Scenario 4: A child makes a personal disclosure in front of the class**

Acknowledge appropriately (with kindness) *"Thank you for sharing that. I'd like to make some time to talk to you about that afterwards"*

### **Scenario 5: A child makes an overtly discriminatory comment**

If child did this knowing that the comment is disrespectful then this is dealt with as a Serious Incident but from an educating perspective:

To the class: *"Sometimes we might need help to make a respectful choice. I care about you so I will help you after the lesson."*

In private:

*"In our lesson you shared....respect is one of our school rules and it's a value of ours. I know you are a respectful person – I have seen it when you...Saying this comment isn't respectful. I'm wondering what you were thinking at the time? I wonder how it affected other people in our class? We care about each other, and I want to help you put this right."*

The comment and the resolution would be shared with the parent (and victim where necessary). A senior member of staff would support a restorative conversation and ensure a follow up is scheduled so that the feelings of the victim have been reasonably taken into account.

If child does not seem to know that the comment is disrespectful then it needs to be dealt with in the same way as above – as an opportunity to educate.