



CHURCHFIELDS
JUNIOR SCHOOL

Health and Relationships Education Policy

September 2020

Approved by GB: Oct 2020

Next review due: Oct 2023

Rationale

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. This document states the aims and methods for providing relationships education at Churchfields Junior School.

Aims of this policy

- explain clearly the content that is taught and not taught
- define relationships education
- define health education
- set out the subject content, how it is taught, who is responsible for teaching it
- show when content is taught
- describe how the subject is monitored and evaluated
- include information to clarify why parents do not have a right to withdraw their child

What we do not teach

We do not teach lessons on sex education. Pupils are also **not taught** about the following content at Churchfields Junior School:

- We do not teach about gender identity or about a distinction between gender and sex
- We do not teach about gender reassignment
- We do not teach about sex, intimacy, sexuality (heterosexuality or homosexuality), contraception or sexually-transmitted diseases
- We do not teach about masturbation

Parents are their children's first teacher and can choose to teach their children about this content if and when they deem it appropriate.

Reference to same sex relationships are made when pupils are taught the following:

1. Year 6 pupils are taught that others' families, either in school or in the wider world, sometimes look different from their family – and some families have two mums/dads, but that they should respect those differences and know that other children's families are also characterised by love and care.
2. Year 6 pupils are taught that The Marriage Act 2013 means that in England and Wales marriage is available to both opposite sex and same sex couples.

There is no further teaching or explanation of lesbian, gay, bisexual and transgender (LGBT) relationships at Churchfields Junior School. Parents can teach their children this content when they deem it appropriate. Secondary schools should also teach LGBT content

Relationships Education

Lessons on Personal, Social, Health, Citizenship Education (PSHCE) are delivered once a week in allocated 45 minute slots. Relationships education forms part of the PSHCE curriculum at Churchfields Junior School and provides pupils with the building blocks needed for positive and safe relationships including friends, family and online.

Content can be understood through the following topics showing what pupils should know by the time they leave the school:

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
- 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

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

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
- 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, for example family, school or other sources

Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

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.

Content can be understood through the following topics showing what pupils should know by the time they leave the school:

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

Physical health and fitness

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

Puberty and Menstruation

Pupils should be taught about puberty and menstruation by the time they leave primary school. We teach pupils about this in Year 5 so that most pupils learn about it before they begin puberty.

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, as a school we will make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Content on menstruation is taught in the Summer term of Year 5 with content on puberty. We encourage parents to talk to their children about puberty.

Puberty content

Lessons on puberty are taught in Year 5. Pupils are taught about puberty with boys and girls in the same classroom – except when they are separated to have the chance to ask questions. This follows guidance from the Department of Education.

A detailed explanation of content taught in lessons on puberty can be found in this document in Appendix B.

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Health and Relationships Education. Teachers should not attempt to answer these questions and should instead advise pupils to ask a parent – and then use their professional judgement about whether to inform the parent that their child had some questions that as a teacher they were not able to answer. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. If the teacher thinks that this may happen, they should inform the parent.

Curriculum Design

Both health and relationships education form part of the PSHCE curriculum, the content of which is divided into five categories:

1. Relationships
2. Health and well-being (Health education)

3. Living in the wider world
4. Democracy and understanding different political systems
5. Preparing to play an active role as citizens

The curriculum is organised so that around half of the PSHCE lessons teach content about relationships and health.

Each unit of learning is organised around a thematic question. Learning objectives are planned and shared through the medium-term plans, and also shared on the school website. The themes can be seen in the PSHCE curriculum overview (Appendix A).

Effective teaching and learning

Lessons should follow the principles set out in the Teaching and Learning policy and should use the objectives as outlined in the medium-term plan. Teachers must not teach content that is not set out in this policy or the PSHCE policy in PSHCE lessons.

Teaching should:

- clearly explain the knowledge, facts and concepts needed;
- provide adequate opportunities for pupils to recall the acquired knowledge, facts and concepts to develop an understanding of the topic.

There are knowledge organisers that can be used to share and revise key knowledge and textbooks to support many areas of the PSCHE curriculum.

When considering using resources or support from external agencies, refer to PHSCE policy.

Clear ground rules should be explained at the start of lessons on potentially sensitive topics. These are:

Respect privacy. We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.

Listen to others. It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.

No judgement. We can explore beliefs and misunderstandings about a topic without fear of being judged.

Choose level of participation. Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).

Not sharing personal information stopping discussions if personal information is shared in lessons and following up with pupils later where needed

Not promising confidentiality if a pupil confides something concerning

Telling pupils they can ask for help and they will be taken seriously

Conversations within your lessons should not lead to any type of bullying, ostracising or other forms of social or emotional harm. Pupils should be aware of this and lessons should be delivered in such a way to ensure this does not happen.

Roles and Responsibilities

Health and relationships education is taught through PSHCE lessons and so the subject leader for PSHCE is responsible for monitoring, training and reporting on the subject to governors. Teachers are responsible for teaching their classes in the 45 minute weekly allocated slot in the timetable. They receive training on health and relationships education and are required to read this policy.

Distancing Techniques

Teachers must try to avoid embarrassment and protect pupils' privacy by always depersonalising discussion, for example, using a case study to illustrate an issue.

Pupils can then talk about a fictional character in the case study without having to share personal information.

Teachers must manage and lead discussions attentively. If the discussion is at risk of straying, teachers need to be prepared to redirect it back to intended topics.

Teachers should not ask pupils to lead or chair discussions on sensitive topics as there can be a greater risk of going off-topic. Teachers should discuss if personal information is shared in lessons and follow up with pupils later where needed by explaining that they should avoid sharing personal information in lessons, and should advise the pupil to talk to parent if they want to discuss the topic more.

Ensuring content is appropriate

The safety of children is of paramount importance in school.

Teachers should be aware of age inappropriate material on the internet. Teachers must be careful not to expose children to over-sexualised content. Great caution should be exercised before setting any assignment, in class or at home, that involves researching a subject where there is a high risk that a child could accidentally be exposed to age inappropriate material, such as pornography.

Staff must be mindful of the law and legal requirements and be careful not to condone or encourage illegal political activity or the use of illegal drugs.

Topics involving gender and biological sex can be complex and sensitive matters to navigate. Staff should counter-act harmful stereotypes and must not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear. Resources used in teaching about this topic must always be age-appropriate and evidence based. Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity should not be used and staff should not work with external agencies or organisations that produce such material.

While teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, teachers should always seek to treat individual pupils with sympathy and support.

Staff should work together with parents on any decisions regarding the school's treatment of their child, in line with the school's safeguarding policy and the statutory guidance on working together to safeguard children.

Monitoring and evaluation

The subject leader should monitor and evaluate the teaching of health and relationships education using the strategies set out in the Curriculum Leader's Handbook. This should include children's questionnaires, meetings with teachers and observations.

The governing board 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
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Safeguarding

Pupils may be affected by issues discussed in lessons.

The designated safeguarding lead or deputy will identify and speak to relevant pupils; especially those who they know may have been directly impacted by issues covered in the lessons and those with adverse childhood experiences, before lessons are taught. For example, a child struggling with issues around being adopted may need to be prepared for lessons on family relationships.

Teachers should report concerns/disclosures that may arise from lessons via CPOMS as set out in the Child Protection policy.

Supporting pupils with SEND

Relationships education and health education must be accessible for all pupils and this is particularly important when you are planning teaching for pupils with special educational needs and disabilities (SEND).

The PSHCE leader should liaise with the class teacher and special educational needs co-ordinator (SENCO) to make sure:

- the needs of all pupils are met
- the curriculum is fully accessible
- education, health and care (EHC) plans are followed

Teaching should be differentiated to support pupils with SEND to fully access the curriculum. This might include revisiting earlier topics or spending longer on a topic. Effective use of teaching assistants will support this. Teachers should also use their own expertise and knowledge to differentiate activities within lessons where needed.

Specialist resources can be used to support effective teaching. Teachers can use the picture exchange communication system (PECS) to create resources or image-based books for pupils with SEND.

There are specific duties set out in:

- schedule 10 of the Equality Act 2010 to support the participation of disabled pupils
- chapter 6 of the SEND code of practice, to support the participation of pupils with SEND

Parental Contact

Parents do not have the right to withdraw their child from health or relationships education.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

If a parent has a concern about the health and relationships education policy, they should be advised to contact the class teacher. Further concerns referred to the PSHCE leader who will attempt to resolve, before referring to a member of the Senior Leadership Team.

Appendix A – PSHCE curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Relationships How can we be a good friend and what are families like?	Democracy and understanding different political systems What is monarchy?	Health and well-being What keeps us safe?	Living in the wider world What makes a community?	Health and well-being Why should we eat well and look after our teeth? Why should we keep active and sleep well?	Preparing to play an active role as citizens What is individual liberty?
Year 4	Relationships How do we treat each other with respect?	Democracy and understanding different political systems What is parliamentary government?	Health and well-being What strengths, skills and interests do we have?	Living in the wider world How can our choices make a difference to others and the environment?	Health and well-being How can we manage our feelings?	Preparing to play an active role as citizens What is democracy?
Year 5	Relationships How can friends communicate safely?	Democracy and understanding different political systems What is democracy?	Health and well-being What makes up our identity?	Living in the wider world What decisions can people make with money?	Health and well-being How we change and grow?	Preparing to play an active role as citizens What is the rule of law?
Year 6	Relationships What will change as we become more independent? How do friendships change as we grow?	Democracy and understanding different political systems What is socialism?	Health and well-being How can we keep healthy as we grow?	Living in the wider world How can the media influence people?	Health and well-being How can drugs common to everyday life affect health?	Preparing to play an active role as citizens What is respect and tolerance?

Appendix B – Puberty Subject Content (Year 5)

Pupils are in Year 5 about puberty. They are taught:

- that puberty is part of the human life cycle. It is the process of growing into an adult and becoming able to reproduce.
- that puberty usually starts between the ages of 8 and 14 and lasts for up to 4 years. Children will start puberty at different times. Girls usually start earlier than boys.
- that hormones control the changes young people go through during puberty.
- that some hormones ('adrenal androgens') cause the same changes to boys' and girls' bodies. These changes include:
 - growth of pubic and underarm hair
 - changes to sweat, making body odour more likely
 - the skin to produce extra oil (sebum), which can cause spots or acne
- that in girls, some puberty hormones travel to the ovaries (oval-shaped organs either side of the uterus) and encourage them to:
 - grow and release eggs
 - release 'oestrogen', which causes changes to the girl's body and prepares her for pregnancy
- In boys, some puberty hormones travel to the testes and encourage them to:
 - start producing sperm
 - release 'testosterone', which causes changes to the boy's body
- that girls will usually experience:
 - breast growth
 - growth of their genitalia
 - white vaginal discharge
 - a growth spurt
 - a gradual deepening of their voice
 - weight gain as their body changes shape
 - their hips getting wider and their waist narrower
 - menstruation (they will start their period)
- that the menstrual cycle is the process through which the body:
 - thickens the lining of the uterus for pregnancy
 - releases an egg (which is needed for pregnancy)
- If there is no pregnancy, the body releases the lining through the vagina/cervix. This is called menstruation (or 'a period'). The average menstrual cycle is 25 to 32 days. An average period lasts 3 to 8 days (usually about 5 days).
- that menstrual blood looks different to blood from a cut. Its colour can vary (red, pink, brown or black) and it may contain lumps.

- that menstruation may:
 - last a different number of days
 - have different lengths between them
 - feel and look different over time as one gets older
- that after a few months periods should become regular every month (but 'regular' varies from person to person).
- that girls may experience spotting (light bleeding from the vagina). This can be a sign menstruation is about to start. Girls may also get tender breasts before menstruation. At any point in the menstrual cycle, they may also experience:
 - mood swings or feeling emotional
 - stomach cramps or bloating
 - increased appetite
 - spots
 - vaginal discharge
- that menstrual products are designed to absorb or collect menstrual blood.
- that menstrual 'flow' may vary, and most girls/women will need to change their menstrual products every 3 to 4 hours.
- that there are different products available for different volumes of flow, and that it is important to follow instructions on products.
- that products include::
 - pads which you stick on your underwear - only need to be changed as often as instructions recommend
 - tampons (applicator/non-applicator) - used internally
 - menstrual cups - used internally and can be reused
 - washable period underwear – reusable
- that period pain is normal. Light exercise can help, and girls should be able to carry on with day-to-day activities.
- that girls know they can speak to a parent, school nurse, teacher or GP if they:
 - have pain that interferes with regular activities
 - are worried their period is too heavy
 - are having periods that last longer than 7 days
 - have questions about menstruation (e.g. questions about the look of their menstrual blood)
- that boys will usually experience:
 - enlargement of their larynx (Adam's apple)
 - their voice breaking
 - muscle growth
 - genitalia become bigger (testicle growth followed by penis growth)
 - a growth spurt

- that everyone's genitalia are different (e.g. penises and testicles are different sizes). It is normal for testicles to hang at different heights, but they should hang outside of the body. Boys should speak to a doctor if their testicles are permanently inside their body, as this may require treatment. Some people are also circumcised (foreskin removed).
- that males:
 - have testicles which produce sperm from puberty
 - can produce sperm throughout their life
- that an erection happens when vessels in the penis fill with blood. Erections are natural
- about 'wet dreams', where boys/men may have erections during their sleep and wake up having ejaculated and that people should not be embarrassed about having wet dreams.
- that, during puberty, emotions can feel exaggerated or out of control - and this can impact on behaviour (e.g. making arguments more likely).
- that emotional changes can be due to fluctuating sex hormones and increased levels of cortisol (the 'stress hormone').
- ways to manage challenging emotions, such as:
 - getting regular exercise
 - getting enough sleep (at least 9 hours)
 - talking to someone trusted
 - waiting for a mood to settle before responding or making an important decision
- that changes to the body can also affect what we feel like eating. This is linked to brain development, but it can also be linked to where a person is in their menstrual cycle.
- that it is important that we all have a healthy diet that is rich in iron, calcium and vitamin D to support our bodies.
- that sleep is triggered by the hormone melatonin. During puberty, melatonin is released up to 2 hours later than it was before. This can affect sleep cycles (e.g. making it harder to get up in the morning).
- to develop a health sleep routine, for example by:
 - switching off digital devices 2 hours before sleep
 - switching off phones when in bed
 - going to bed early to get at least 9 hours' sleep
 - having a regular routine for going to bed and getting up in the morning