

# Health and Relationships Education policy (from September 2021)

JESSON'S C.E. (V.A.) PRIMARY SCHOOL



Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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## 1. Aims

The aims of Health and Relationships Education (HRE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of their own development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of inclusivity and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

**Our HRE policy fulfils parts of our school's vision statement; those of inclusivity and diversity.**

**It also reflects the Church of England's policy of 'Valuing All God's Children.'**

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching HRE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Jesson's we teach HRE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their HRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

HRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

HRE involves a combination of sharing information, and exploring issues and values.

HRE is **not** about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary development education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- The human life cycle

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of HRE

HRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of HRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone puberty and personal hygiene sessions, delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our HRE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other

structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the HRE policy, and hold Mrs. S. Lea (the head teacher) to account for its implementation.

### 7.2 The head teacher

The head teacher is responsible for ensuring that HRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of HRE/PSHE (see section 8).

### 7.3 Staff

Staff are responsible for:

- Delivering HRE in a sensitive way
- Modelling positive attitudes to HRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of HRE/PSHE

Staff do not have the right to opt out of teaching HRE. Staff who have concerns about teaching HRE are encouraged to discuss this with the head teacher.

### 7.4 Pupils

Pupils are expected to engage fully in HRE and, when discussing issues related to HRE, treat others with respect and sensitivity.

## 8. Parents' right to withdraw

Parents do **not** have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of puberty and personal hygiene sessions within HRE/PSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to **Mrs. S. Lea**.

Alternative work will be given to pupils who are withdrawn from the above sessions.

## 9. Training

Staff are trained on the delivery of HRE as part of their induction and it is included in our continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching HRE.

## 10. Monitoring arrangements

The delivery of HRE is monitored by our school's Senior Leadership Team through:  
planning scrutinies, learning walks, etc.

Pupils' development in HRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs. S. Lea, annually. At every review, the policy will be approved by the governing body.

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## Appendix 1: Curriculum map

### Health and Relationships Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	<b>AUTUMN</b>	<p><b>Getting to know others:</b> recall names; recognise similarities and differences between people in the class</p> <p><b>Emotions:</b> Identify what is special about yourself; explore feelings about coming to school: nervous, sad etc</p> <p><b>Friends:</b> recognise what makes a good friend; how to make friends and play with others</p> <p><b>Anti-bullying Week:</b> recognise and respond to bullying</p> <p><b>Healthy living:</b> keeping clean; healthy teeth</p> <p><b>Setting goals</b></p>	<p>e.g. EYFS &gt; 'Jake's First Day' ebook</p> <p>e.g. EYFS &gt; 'How to Brush your Teeth' sequencing cards</p>
YEAR 1	<b>AUTUMN</b>	<p><b>Healthy living:</b> keeping teeth healthy; the difference between healthy and unhealthy food; having a varied diet; how to use medicines safely</p> <p><b>Anti-bullying week:</b> identify different types of bullying and how to deal with them; what to do if they witness it</p> <p><b>Emotions:</b> recognise and explain a range of positive and negative emotions</p> <p><b>Setting goals</b></p>	<p>e.g. KS1 &gt; 'Different Bullying Scenarios' ppt</p>
YEAR 2	<b>AUTUMN</b>	<p><b>Healthy living:</b> identify healthy and unhealthy foods; know what a healthy snack is; name the 5 food groups; know some foods in each group; know the importance of eating fruit and veg; know how to stay safe round harmful substances; know the risks linked to smoking</p> <p><b>Anti-bullying week:</b> identify different types of bullying and how to deal with them; what to do if they witness it</p> <p><b>Friendships:</b> explain what conflict is; how to stop it escalating and resolve it</p> <p><b>Setting goals</b></p>	<p>e.g. KS1 &gt; 'Healthy Eating Divided Plate' sorting activity</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
YEAR 3	<b>AUTUMN</b>	<p><b>Healthy living:</b> explain how meals are made up of different food groups; understand how some foods cause tooth decay/how to prevent it; understand what drugs are and different types of drugs; explain the effects of passive smoking and caffeine</p> <p><b>Anti-bullying week:</b> know and explain the difference between unkindness and bullying</p> <p><b>Friendships:</b> explain what conflict is; how to stop it escalating and resolve it</p> <p><b>Democracy:</b> know what democracy is and why it's important</p> <p><b>Setting goals</b></p>	e.g. LKS2 > 'What is Democracy?' ppt
YEAR 4	<b>AUTUMN</b>	<p><b>Healthy living:</b> explain how food gives us energy and the importance of nutrients; understand the dangers associated with smoking and alcohol</p> <p><b>Democracy:</b> understand how democracy works in the UK</p> <p><b>Anti-bullying week:</b> understand the role of the bully, bystander and victim in a bullying situation</p> <p><b>E-safety:</b> think critically about information, people who try to talk to you and images online</p>	e.g. LKS2 > 'Healthy Eating, Living and Nutrition' activity pack
YEAR 5	<b>AUTUMN</b>	<p><b>Healthy living:</b> explain what makes a healthy meal; the importance of nutrients/fibre, hydration and portion control; understand food labelling; explore risks of drug-taking; challenge misconceptions and peer pressure</p> <p><b>Democracy:</b> understand what makes a situation fair or unfair</p> <p><b>Anti-bullying week:</b> explain how being excluded can affect people; what to do if they are being bullied/witness bullying</p> <p>Setting goals</p>	e.g. Year 5 > 'Harmful Substances' lesson pack
YEAR 6	<b>AUTUMN</b>	<p><b>Healthy living:</b> understand the importance of exercise; explain the risks associated with alcohol, cannabis and substance abuse</p> <p><b>Democracy:</b> understand how a Parliamentary debate takes place</p> <p><b>Anti-bullying week:</b> understand and explain difference and similarities</p> <p><b>E-safety:</b> think critically about information, people who try to talk to you and images online</p>	e.g. Year 6 > 'Keep IT Safe' lesson pack

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	<b>SPRING</b>	<p><b>Living in the wider world:</b> celebrate similarities and differences; recognise special people; understand different types of families; explore gender stereotypes; explain what charity is; understand why people donate to charities</p> <p><b>E-safety:</b> understand how to stay safe online; explain how to get help if you're worried or scared</p> <p><b>Well-being:</b> identify, manage and express a range of emotions; PANTS keeping safe</p>	e.g. EYFS > 'My Friends and I' Similarities and Differences Circle Time Plan and Resources
YEAR 1	<b>SPRING</b>	<p><b>Living in the wider world:</b> explain what charity is; understand why people donate to charities; explain the difference between 'want' and 'need'; celebrate achievements of others</p> <p><b>E-safety:</b> explain how to keep safe online; identify who to talk to if you are worried or scared</p> <p><b>Well-being:</b> explain how to keep safe at home; explain the difference between good and bad secrets</p>	e.g. Age 5 – 7 > 'Dangers in the Kitchen' worksheet
YEAR 2	<b>SPRING</b>	<p><b>Living in the wider world:</b> explain what charity is; understand why people donate to charities; explain the difference between 'want' and 'need'; explore how your life is different to children in other countries; explore gender stereotypes</p> <p><b>E-safety:</b> explain how to keep safe online; identify who to talk to if you are worried or scared</p> <p><b>Well-being:</b> explain how to keep safe round fire; understand the risks associated with fire</p>	e.g. Age 5 – 7 > 'Fire Safety' ppt
YEAR 3	<b>SPRING</b>	<p><b>Living in the wider world:</b> explain what charity is; understand why people donate to charities; explain the difference between 'want' and 'need'; explore how your life is different to children in other countries; explore gender stereotypes</p> <p><b>E-safety:</b> explain how to keep safe online; identify who to talk to if you are worried or scared</p> <p><b>Well-being:</b> explain how to keep safe round fire; understand the risks associated with fire</p>	e.g. Age 8 – 11 > 'Global Goals: Gender Equality Blether Stations'



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
YEAR 4	<b>SPRING</b>	<p><b>Living in the wider world:</b> explain what charity is; understand why people donate to charities; explain how to save money and the benefits of saving; explore the water crisis around the world; understand how gender stereotypes can label people and explain how to break them</p> <p><b>E-safety:</b> explain how to keep safe online; identify who to talk to if you are worried or scared</p> <p><b>Well-being:</b> explain how to keep safe round water; understand the risks associated with water</p>	e.g. Age 8 – 11 > 'KS2 Water Safety' Resource Pack
YEAR 5	<b>SPRING</b>	<p><b>Living in the wider world:</b> explain what charity is; understand why people donate to charities; understand that deductions are taken from payslips and the importance of budgeting; explain what migration is and why people migrate; understand how gender stereotypes can label people and explain how and why to challenge them</p> <p><b>E-safety:</b> explain how to keep safe online; identify who to talk to if you are worried or scared</p> <p><b>Well-being:</b> explain how to keep safe round roads/when cycling; understand the risks associated when on public roads</p>	e.g. Age 8 – 11 > Money Matters: Financial education, budgeting and value for money
YEAR 6	<b>SPRING</b>	<p><b>Living in the wider world:</b> explain what charity is; understand why people donate to charities; understand different jobs have different salaries; explore what 'value for money' means; understand why some people may be homeless and challenge stereotypes about homelessness; understand and challenge gender stereotyping</p> <p><b>E-safety:</b> explain how to keep safe online; identify who to talk to if you are worried or scared</p> <p><b>Well-being:</b> identify risks that you may face online and/or outside; understand what risky behaviours are</p>	e.g. UKS2 'Special Report: Homelessness Daily News' ppt

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	<b>SUMMER</b>	<p><b>NURSERY</b></p> <p><b>Relationships:</b> identify important and/or special people in your life; explain why you have friends and what makes a good friend</p> <p><b>Well-being:</b> explore and understand the feeling of loss; identify what makes you happy or sad; explain how to manage difficult feelings</p> <p><b>RECEPTION</b></p> <p><b>Relationships:</b> explore different types of families; identify special people and why they are special; begin to challenge and break basic gender stereotypes; understand what 'fair' and 'unfair' mean; identify things that are fair/unfair</p> <p><b>Well-being:</b> understand how to keep yourself clean and why it is important; begin to prepare for change (transition to year 1) and explain that change is good</p>	e.g. EYFS > Changes and New Beginnings > 'Transition from Reception to Year 1' Teaching Ideas Overview
YEAR 1	<b>SUMMER</b>	<p><b>Relationships:</b> identify the qualities of a good friend; explain why good friends are important and how to make new friends; understand what a compliment is; explore different types of families</p> <p><b>Well-being:</b> identify people and places that make you feel safe; explain why they make you feel safe; understand what 'bad' secrets are; explain how to keep yourself clean and why it is important</p>	e.g. Age 5 – 7 > 'Every Kind of Family' ppt
YEAR 2	<b>SUMMER</b>	<p><b>Relationships:</b> identify the qualities of a good friend; understand how you can be a good friend to others; understand what 'pride' means; identify what makes you proud and why it is important; explain what makes you proud of other people</p> <p><b>Well-being:</b> PANTS how to keep safe; understand you have the right to say 'no' to unwanted touching; identify and name body parts; understand the basic human life cycle</p>	e.g. Age 5 – 7 > Safety First: 'The Underwear Rule' Lesson Pack
YEAR 3	<b>SUMMER</b>	<p><b>Relationships:</b> identify the qualities of a good friend; understand what makes a healthy relationship; explore different types of families; have a basic understanding of what dementia is and its effect on loved ones</p> <p><b>Well-being:</b> know that you have the right to say 'no' to unwanted touching; identify positive thoughts and how these can help you; know who you can go to for help or support when worried or scared</p>	e.g. Age 8 – 11 > Relationships: 'Good Friends' Discussion and Sorting Cards

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
YEAR 4	<b>SUMMER</b>	<p><b>Relationships:</b> identify the qualities of a good friend; understand what makes a healthy relationship; understand that you have 'rights' and 'responsibilities' in a friendship; understand and explain the basic human life cycle; have a basic understanding of what dementia is and its effect on loved ones</p> <p><b>Well-being:</b> understand what a 'growth mind-set' is and how it can help you; understand gender discrimination and how to challenge/break it</p>	e.g. Year 4 > Friends: 'Friendship and What it Means' ppt
YEAR 5	<b>SUMMER</b>	<p><b>Relationships:</b> identify the qualities of a good friend; understand what makes a healthy relationship; explain what it means to 'belong' and why it is important; identify places where you feel you belong</p> <p><b>Well-being:</b> explore the emotional and physical changes that happen during puberty; have some understanding of the difference between male and female puberty; know the stages of the human life cycle and the changes that happen at each stage; understand the importance of personal hygiene; understand the benefits of a 'growth mind-set' and how to develop one</p>	e.g. Age 8 – 11 > Citizenship: 'My Community' ppt, 'In My Community. Activity Booklet  (SCHOOL NURSE)
YEAR 6	<b>SUMMER</b>	<p><b>Relationships:</b> identify the qualities of a good friend; understand what makes a healthy, successful relationship; know that there are different types of relationships; explore positive and negative ways of communicating in a relationship; know the types of difficulties people with dementia may experience, and where you can get support</p> <p><b>Well-being:</b> explore the emotional and physical changes that happen during puberty; have greater understanding of the difference between male and female puberty; understand the importance of personal hygiene; understand the benefits of a 'growth mind-set' and how to develop one</p>	e.g. Age 8 – 11 > Year 6 > VIPs: All about healthy relationships, conflict, peer pressure, secrets and dares  (SCHOOL NURSE)

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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><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 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>
Caring friendships	<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>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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> <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>
Online relationships	<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>
Being safe	<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>

### Appendix 3: Parent form: withdrawal from puberty and personal hygiene education within HRE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from puberty and personal hygiene education sessions			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			