



# West End Primary School

## Health & Relationships Education (HRE) Policy

### Aims

The aim of Health & Relationships Education (HRE) is to provide children with age appropriate information, allow them to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and relationships related behaviour.

We teach relationships education in the context of our aims and values which is part of our wider Spiritual, Moral, Social and Cultural (SMSC) education.

### Objectives of Health & Relationship Education at West End

- starts early and is relevant to pupils at each stage in their development and maturity;
- partnership between home and school;
- sufficient time to cover a wide range of topics;
- inclusive of difference and challenges stereotypes and prejudice;
- respects the views of other people;
- develops an awareness of personal safety including what they should do if they are worried;
- ensures that all children are assertive and have the confidence to say and do what is right;
- understands the dangers associated with online technologies and develop strategies to keep safe;
- contributes to a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships;
- promotes positive relationships with others, involving trust and respect;
- recognises the importance of a committed, long-term, and loving relationship and the importance of family life;
- learn the importance of self-control and cope with the influences of their peers and the media;
- challenges body image and stereotypes, particularly in the media and promotes respect and care for their bodies;
- includes the acquisition of medically and factually correct knowledge;
- prepares them for puberty and adulthood;
- helps pupils gain access to information and support;
- reduces early sexual activity, teenage conceptions, sexual exploitation and abuse, domestic violence and bullying;
- uses active learning methods, and is rigorously planned, assessed and evaluated;
- ensures children's views are actively sought to influence lesson planning and teaching.

### What is HRE?

Effective HRE is essential if young people are to make responsible and well informed decisions about their lives. The objective of relationship education is to help and support young people through their physical, emotional and moral development. It will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.



### Why is HRE important?

High quality relationships education helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- HRE plays a vital part in meeting schools' safeguarding requirements. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report'.

### Preventative Curriculum

Schools are seen as having an important role in the delivery of the preventative curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still underreported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs, and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues. This supports the preventative curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

At West End, we provide children with the skills to recognise abusive behaviour and understand that abusive relationships are never acceptable or right. We support our children by:

- Introducing a whole school ethos that demonstrates that abuse in all its different forms is unacceptable;
- Responding to disclosures and child protection concerns quickly and efficiently;
- Promoting a listening school ethos;
- Offering appropriate support for children and staff dealing with abuse;
- Offering children opportunities to build self-esteem and confidence and to develop respectful relationships;
- Working with outside providers to develop a broad range of curriculum enhancement activities;
- Covering how children can keep safe within the PSHEC curriculum;
- Participating in high quality child protection training for all staff;
- Highlighting children's rights.

### HRE Curriculum

Class teachers teach HRE through different aspects of the curriculum. While we carry out the main relationship education teaching in our PSH curriculum, we also teach some relationships education through other subject areas (for example Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding of his or her body, and how it is changing and developing. All maintained schools must teach the following as part of the National Curriculum



for Science. At Key Stages 1 and 2, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum. [Non-statutory guidance shown in brackets.]

**Key Stage1 National Curriculum Science:**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- [They should also be introduced to the process of reproduction and growth in animals.]
- [The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.]

**Key Stage 2 National Curriculum Science:**

- Describe the difference 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.
- [Pupils should find out about the different types of reproduction including sexual and asexual reproduction in plants, and sexual reproduction in animals.]
- [Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.]
- [Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.]
- [Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.]

Our curriculum is clearly mapped out to ensure that sensitive topics are taught in an age appropriate way with clear progression. The views of parents and children have been sought and the policy has been agreed by staff and governors. The table below outlines the topics taught by the end of each phase.

<b>EYFS and Key Stage 1</b>	<b>Lower key stage 2</b>	<b>Upper key stage 2</b>
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<ul style="list-style-type: none"> <li>• <b>My body:</b> External and internal body parts / <u>Male and female</u> / Keeping clean /</li> <li>• <b>Life cycles:</b> Different ages / Looking after babies</li> <li>• <b>Feelings:</b> Different emotions / What to do when we feel sad</li> <li>• <b>Keeping safe:</b> In the house / Out and about / People who can help me / <u>Keeping bodies safe</u></li> <li>• <b>Healthy Relationships:</b> Friends / Different families (<u>including same-sex</u>)</li> <li>• <b>Gender stereotypes:</b> Similar and different / Toys</li> <li>• <b>Online technology:</b> Taking care online / Who can help us?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>My body:</b> External body parts / <u>Puberty</u> / Keeping clean and not spreading germs</li> <li>• <b>Life cycles:</b> Growing up and getting older / Me, myself and I / Birth of a baby</li> <li>• <b>Feelings:</b> Expressing your feelings / Managing our feelings</li> <li>• <b>Keeping safe:</b> Personal space / Identifying risk / People who can help me / <u>Keeping our bodies safe</u></li> <li>• <b>Healthy Relationships:</b> What makes a good friend? / Getting on with your family / Different families (<u>including same-sex</u>)</li> <li>• <b>Gender stereotypes:</b> Jobs we do / Mothers and fathers / <u>Challenging stereotypes</u></li> <li>• <b>Online technology:</b> Photos of myself online / Taking care online – who can help us?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>My body:</b> Puberty / Periods / Wet dreams / <u>Body image</u></li> <li>• <b>Life cycles:</b> How babies are made / Multiple births / How babies are born</li> <li>• <b>Feelings:</b> How easy is it to talk about ... / Talking to people about how we feel / <u>Changing emotions</u></li> <li>• <b>Keeping safe:</b> Assertiveness – saying no / <u>Keeping our bodies safe</u> - Good and bad touch / People who can help me</li> <li>• <b>Healthy Relationships:</b> Trust / Peer pressure</li> <li>• <b>Gender stereotypes:</b> Discrimination and equal opportunities / Sexual orientation</li> <li>• <b>Online technology:</b> Social networking and sending pictures / Cyberbullying / <u>Online relationships and dangers (sexting, pornography)</u></li> </ul>
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### Tricky Questions

We have a planned programme based on the PHSE association Curriculum which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject, there may be times when children ask questions out of the context of a planned session. 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 HRE. If children do ask about issues linked to topics, they will be dealt with appropriately and sensitively. There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own, later or refers them to speak to their parent. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of HRE.

### The Role of Parents and Other Professionals

The school is well aware that the primary role in children's relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting these objectives, we will:

- inform parents about the HRE policy and practice;



- answer any questions that parents may have about HRE;
- take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school;
- seek the views of parents and encourage them to be involved in reviewing the HRE policy;
- inform parents about the best practice known with regard to relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents do not have the right to withdraw pupils from relationships education but do have the right to request that their child be withdrawn from some or all of sex education not included in the Science National Curriculum. They should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in, however this rarely happens. By working in partnership with parents they recognise the importance of this aspect of their child's education.

We encourage other valued members of the community to work with us to provide advice and support. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with relationship education programme. We believe that visitors should complement and never substitute or replace planned provision and it is the PSHEC Subject Leader and class teachers' responsibility to plan the curriculum and lessons.

### **Responding to Disclosures**

As a result of the issues raised, a child might disclose that they're suffering from abuse, or are aware of it happening to others. Any disclosure of abuse should be treated as a potential child protection concern, and reported to the designated child protection lead in line with the school's procedures.

When listening to and dealing with disclosures, staff will:

- Actively listen and do not look shocked or disbelieving;
- Stay calm;
- Take what the child is saying seriously;
- Not ask for detail;
- Reassure the child that they are doing the right thing;
- Not promise to keep secrets;
- Tell the child that they will have to share this information;
- Explain what will happen next;
- Record the information as quickly as possible – facts not opinion;
- Sign and date everything they record.

### **Monitoring and Review**

Monitoring is the responsibility of the Head teacher, named Governor and Subject Leader with responsibility for HRE. The Curriculum Committee of the governing body monitors our Relationships Education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.



Parents are invited to workshops every two years where we share the HRE policy, curriculum content and resources. The committee gives serious consideration to any comments from parents about the relationships education programme.

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The following sources have been used in developing our HRE curriculum and policy:

- Department for Education and Employment (2000) *Sex and Relationship Education Guidance*
- Department for Education (2018) *Relationships Education, Relationships and Sex Education (RE) and Health Education – Draft for consultation*
- Brook, PSHE Association and Sex Education Forum (2014) *Sex and Relationship Education for the 21<sup>st</sup> Century*
- The Association for Science Education and PSHE Association (2016) *Human development and reproduction in the Primary Curriculum*
- PSHE Association (2019) *We've Got it Covered...*
- Lancashire Learning Excellence (2014) *Live Well Learn Well - Guidance for schools for planning their PSHE curriculum in school*
- Sex Education Forum: <http://www.sexeducationforum.org.uk/resources/curriculum-design.aspx>
- Healthy School London SRE sample: [http://www.healthyschoolslondon.org.uk/sites/default/files/pri\\_SRE%20pack\\_sample.pdf](http://www.healthyschoolslondon.org.uk/sites/default/files/pri_SRE%20pack_sample.pdf)

Signed: R Armer

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