Independent and Co-educational
Pre-Preparatory and Preparatory School

Relationships (Incl. Health) Education Policy
(AS009)

Registered Charity No: 1086829

Date of Issue: Sept 25
Review Date: Sept 26
Owner: Jason Dobbie - Head

DEAN CLOSE AIRTHRIE SCHOOL

RELATIONSHIPS (INCL. HEALTH) EDUCATION POLICY

Introduction
As of September 2020, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. This statutory obligation extends to independent schools.

Relationships Education is statutory and defined as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Health Education (physical health and mental wellbeing) At Airthrie we feel that teaching children how to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise, are valuable skills.

Sex Education is not compulsory in primary schools however, we teach aspects of the curriculum in Year 6, and pupils learn how a baby is conceived, putting this in the context of the changes to the bodies of males and females that happen at puberty.

Aim
Our aim is for our pupils to translate what they are taught into positive beliefs, values and attitudes. Relationships Education sits alongside the essential understanding of how to be healthy, and we place mental wellbeing at the centre of our teaching.

How is Relationships (Incl. Health) Education delivered?
At Airthrie, rather than being taught as a separate subject, Relationships Education is embedded into the framework of Personal, Social, Health and Economic Education (PSHE Ed) and integrated across subjects as part of our broad and balanced curriculum. It also is inherent within the wider context of our school values:

Aspiration
Imagination
Respect
Tolerance
Honesty
Resilience
Independence
Enthusiasm

Who teaches Relationships (Incl. Health) Education?
Relationships Education can be taught by all staff, including the class and PSHE Ed Teacher. We also recognise that parents have a key role in teaching their children about relationships, and we seek to complement rather than displace the role they have and aim to establish a positive home/school partnership, where feedback is encouraged, and questions answered.

Policy implementation and review
The Relationships (Incl. Health) Education Policy has been produced in consultation with Staff and Parents and approved by the Leadership Team. The policy is reviewed at least annually, seeking and taking into account feedback from staff, parents and pupils, and including all relevant changes in the annually updated KCSiE guidance. A copy of the policy is available to view on the website.

Equality
Airthrie is required to comply with relevant requirements of the Equality Act 2010.
Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects. The protected characteristic of 'Age' applies to schools as employers, but not with regard to the treatment of pupils or prospective pupils.

Relationships (Incl. Health) Education and SEND
As with all curriculum subjects, Relationships Education is suitably differentiated so that it is accessible to all pupils, including those with a special educational need or disability (SEND).

Relationships Education content/objectives
The statutory guidance obliges Airthrie to deliver specific Relationships Education content to its pupils. We also teach pupils in the upper Key Stage 2 a minimal amount of age-appropriate sex education in addition to that covered by the science curriculum. By the end of Year 6, pupils should know:

1. **Families and people who care for me (F1-6)**
   - F1 that families are important for children growing up because they can give love, security and stability.
   - F2 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.
   - F3 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.
   - F4 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.
   - F5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
   - F6 how to recognise if family relationships are making them feel unhappy unsafe, and how to seek help or advice from others if needed.
2. **Caring Friendships (CF1-5)**
   - CF1 how important friendships are in making us feel happy and secure, and how people choose and make friends.
   - CF2 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
   - CF3 that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

CF4 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.

CF5 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.

3. Respectful Relationships (RR1-8)

RR1 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.

RR2 practical steps they can take in a range of different contexts to improve or support respectful relationships.

RR3 the conventions of courtesy and manners.

RR4 the importance of self-respect and how this links to their own happiness.

RR5 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.

RR6 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.

RR7 what a stereotype is, and how stereotypes can be unfair, negative or destructive.

RR8 the importance of permission-seeking and giving in relationships with friends, peers and adults.

4. Online Relationships (OR1-5)

OR1 that people sometimes behave differently online, including by pretending to be someone they are not.

OR2 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.

OR3 the rules and principles for keeping safe online, how to recognise risks, harmful content, including misinformation, disinformation (fake news), and conspiracy theories,and harmful contact, and how to report them.

OR4 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

OR5 how information and data is shared and used online.

5. Being Safe (BS1-8)

BS1 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

BS2 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.

BS3 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

BS4 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

BS5 how to recognise and report feelings of being unsafe or feeling bad about any adult.

BS6 how to ask for advice or help for themselves or others, and to keep trying until they are heard.

BS7 how to report concerns or abuse, and the vocabulary and confidence needed to do so.

BS8 where to get advice e.g. family, school and/or other sources.

Health Education (physical health and mental wellbeing) content/objectives
The non-statutory guidance focuses on teaching the characteristics of good physical health and mental wellbeing. At Airthrie, pupils are taught that mental wellbeing is a normal part of daily life, in the same way as physical health. By the end of Year 6, pupils should know:

1. **Mental Wellbeing (MW1-10)**
   - MW1 that mental wellbeing is a normal part of daily life, in the same ways as physical health.
   - MW2 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.
   - MW3 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.
   - MW4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
   - MW5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
   - MW6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
   - MW7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
   - MW8 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
   - MW9 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).
   - MW10 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.
2. **Internet Safety and Harms (ISH1-6)**
   - ISH1 that for most people the internet is an integral part of life and has many benefits.
   - ISH2 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.
   - ISH3 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.
   - ISH4 why social media, some computer games and online gaming, for example, are age restricted.
   - ISH5 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.
   - ISH6 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted, and to have an awareness of misinformation, disinformation (fake news) and conspiracy theories.
   - ISH7 where and how to report concerns and get support with issues online.

3. **Physical Health and Fitness (PH1-4)**
   - PH1 the characteristics and mental and physical benefits of an active lifestyle.
   - PH2 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.
   - PH3 the risks associated with an inactive lifestyle (including obesity).
   - PH4 how and when to seek support including which adults to speak to in school if they are worried about their health.
4. **Healthy Eating (HE1-3)**
   - HE1 what constitutes a healthy diet (including understanding calories and other nutritional content).
   - HE2 the principles of planning and preparing a range of healthy meals.
   - HE3 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).
5. **Drugs, Alcohol and Tobacco (DAT1)**
   - DAT1 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
6. **Health and Prevention (HP1-6)**
   - HP1 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
   - HP2 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
   - HP3 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
   - HP4 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
   - HP5 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
   - HP6 the facts and science relating to allergies, immunisation and vaccination.
7. **Basic First Aid (BFA1-2)**
   - BFA1 how to make a clear and efficient call to emergency services if necessary.
   - BFA2 concepts of basic first aid, for example dealing with common injuries, including head injuries.
8. **Changing Adolescent Body (CAB1-2)**
   - CAB1 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
   - CAB2 about menstrual wellbeing including the key facts about the menstrual cycle.

Sex Education content/objectives

The teaching of Sex Education is not compulsory. However, at Airthrie it is taught in Year 6 by the PSHE Lead. Pupils learn how a baby is conceived, putting this in the context of the changes to the bodies of males and females that happen at puberty.

Advice for parents wishing to withdraw from Sex Education lessons

Although parents do not have a right to withdraw from the teaching of Relationships Education, they may choose to withdraw their child from Year 6 Sex Education lessons, as this is not statutory for Primary aged children.

It is good practice, however, for staff to discuss with individual parents the benefits of receiving this important education and talk through any effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher, or given the ease of the internet, children may turn to inappropriate sources of information.

The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered at Airthrie, other than aspects delivered as part of the science curriculum.

Links between Relationships Education and PSHE Ed.
The Relationships Education and physical health and mental wellbeing objectives outlined above are embedded in our PSHE Ed curriculum and follow Gloucestershire's Healthy Living and Learning (GHLL) 'People in The Know' (PinK) Scheme of Work is as follows:

1. **Foundation Stage (Reception) covers:**
   - Find out about people who help us
   - Take responsibility
   - Understand the qualities of a good friend
   - Learn about and understand differences
   - Learn about personal hygiene; teeth, hands, keeping clean
   - Find out about and identify some features of living things including their own bodies
   - Recognise the importance of keeping healthy and how; food, exercise, etc.
2. **Key Stage 1 (Year 1 & Year 2) covers:**
   - Speaking about our feelings
   - Developing resilience
   - Understanding who takes care of us
   - Growing up, responsibilities, parts of the body – external, keeping clean
   - Understanding differences
   - Keeping ourselves safe; stranger danger, positive/negative touch, what private means
3. **Lower Key Stage 2 (Year 3 & 4) covers:**
   - Who can we talk to about our feelings, developing self-esteem?
   - Gender differences
   - Physical changes and managing them
   - Understanding different relationships
   - Feeling happy
   - Keeping clean/hygiene
   - Types of love, relationships – marriage, family and friends
   - Keeping safe
4. **Upper Key Stage 2 (Year 5 & 6) covers:**
   - Stages in the human lifecycle – growth and development
   - Birth of a baby
   - Puberty – body changes, hygiene, menstruation (boys and girls separately)
   - Managing feelings
   - Biological names and functions of body parts, gender differences
   - Keeping clean/hygiene
   - Body image, media influences, self-worth, resilience

- Relationships, peer pressure, how behaviours affect feelings
- Keeping safe

Managing difficult questions
Questions will be responded to as they arise in a straightforward way, giving simple and correct information, using correct terminology for body parts and functions appropriate to the age of the child and setting (potential for small group discussions). School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question/worry box, allowing time for discussion about the most appropriate way to answer, which may not be in front of the whole class.

Staff at Airthrie play an important role in modelling positive behaviours and take positive action to build a culture of tolerance and respect. Should any issues such as everyday sexism, misogyny, homophobia and gender stereotypes arise, they will be tackled in a firm but sensitive way.

Confidentiality
Teachers conduct Relationships (incl. Health and Sex) Education and PSHE Ed lessons in a sensitive manner and in confidence with established ground rules will having been set. Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the Headteacher or Designated Safeguarding Lead (DSL/DDSL) in accordance with the Safeguarding (Child Protection) Policy.

How Relationships (Incl. Health) Education is monitored and evaluated
As is the case for all subjects, Relationships Education is monitored and evaluated through a combination of Classroom Visits, discussions at staff meetings and Leadership meetings, and feedback form parents. This monitoring is undertaken by all Staff and the Leadership Team.

Resources
- **PHE** https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview
- **PSHE Association** https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources
- **GHLL** https://www.ghll.org.uk/
- Literacy Trust https://cdn.literacytrust.org.uk- book lists available
- **NSPCC**https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources
- **PinK** https://www.ghll.org.uk/pink-safeguarding-curriculum/
- **Govt.**https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs
- **NSPCC PANTS rule** https://learning.nspcc.org.uk/research-resources/schools/pants-teaching
- **Stonewall** https://www.stonewall.org.uk/resources/different-families-same-love-pack
- **Mental Health** https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and
- **MindEd** https://www.minded.org.uk/
- **Online Safety (Education for a Connected World)** https://www.gov.uk/government/publications/education-for-a-connected-world
- **Think you know** https://www.thinkuknow.co.uk/
- **PHSE Association Program of Study** https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935

- **Extremism** https://educateagainsthate.com/
- **Citizenship** https://www.gov.uk/government/publications/citizenship-programmes-of-study-for-key-stages-1-and-2