



# Ashfield Junior School

Inspiring our children to dream big, be extraordinary and to  
change the world

## RHE Policy

Date agreed: April 2024

Date of next review: April 2026

## **What Is Relationships and Health Education?**

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, their health and their relationships. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. This subject will also support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

## **Will children be taught Sex Education at Ashfield?**

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** and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.<sup>4</sup> They also make **Health Education compulsory in all schools** except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

**We will therefore teach Relationships & Health Education at Ashfield, in line with our statutory duties, but we will not teach sex education.**

## **Aims and Objectives for Relationships & Health Education**

The aim of Relationships & Health Education is to provide children with age-appropriate information, to explore attitudes and values and to develop skills in order to empower them to make positive decisions about their relationships in a healthy way.

The objectives of Relationships & Health Education are:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To learn about healthy friendships, family relationships, and relationships with other children and with adults.
- To learn about respect – e.g. how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- To learn about online safety.
- To understand the importance of resilience and other attributes, such as self-belief, perseverance, working towards long-term rewards and continuing despite setbacks.
- To develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help gain access to information and support.
- To develop skills for a healthier, safer lifestyle, including how to access help and support when necessary.

- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

## **The teaching programme for Relationships & Health Education:**

### **Legal requirements**

Relationships & Health Education is statutory and as such, parents do not have the right to withdraw their child/ children from these lessons. Also, all schools must teach the following as part of statutory National Curriculum Science (and therefore parents do not have the right to withdraw their child/children from these lessons):

Key Stage 2 National Curriculum Science

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age.

We teach this knowledge as 'Puberty Education' and this is outlined in the appendix

### **Entitlement**

Every child is entitled to receive Relationships & Health education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development, with differentiated provision provided if required.

### **The organisation of Relationships & Health Education**

Relationships & Health education is delivered through PD (Personal Development) Science and computing lessons. Relationships & Health education is taught by class teachers.

A range of teaching methods which involve children's full participation are used to teach health and relationship education. These include use of video, discussion, looking at case studies, drama and role play. Resources to teach health and relationship education may include fiction, reference books, leaflets and extracts from video clips. We use the JIGSAW scheme widely throughout the school for our PD lessons, and this is supplemented by worksheets from Living & Growing and The Christopher Winter Project in Y5. Relationships & Health education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

### **Parental consultation**

Ashfield has consulted with parents via the Parent Focus Group and Parent Governors to help write this policy. The school informs parents when aspects of the health and relationship programme are taught and provides opportunities for parents to view the resources being used. We are happy to provide a copy of this policy free of charge to anyone who asks for one and it is also published on the school website.

### **Child Protection**

Teachers need to be aware that effective Relationships & Health Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Designated Child Protection Lead or Deputy by using CPOMS in line with the school's procedures for child protection. A member of staff cannot promise confidentiality.

### **Controversial and Sensitive Issues**

Staff are aware that views around RHE related issues are varied. However, while personal views are respected, all RHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions, but also respect others that may have a different opinion.

### **Dealing with Difficult Questions**

Both formal and informal RHE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. Teachers can also decide not to answer a question if it is not age – appropriate. They may decide to inform parents at this point. The school believes that individual teachers can use their skill and discretion in this area as all staff know to refer to the headteacher (DSL) if they have any concerns.

### **The Role of Visitors in regard to RHE**

Visitors are invited into school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's RHE policy and work within it.

### **Confidentiality**

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he refers the matter to the DSL (head teacher). The child concerned will be informed that confidentiality cannot be kept and reasons why. The child will be supported throughout the process.

### **Assessing and Monitoring**

The RHE policy will usually be reviewed every 2 years and appropriate amendments will be made where needed. Information from staff, survey results and quantitative data will all feed in to the review of the RHE policy to ensure its effectiveness and relevance.

Appendix : Guide to Puberty Education:

Year 3	Year 4	Year 5	Year 6
<p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>• Growing Up &amp; Making my own decisions</li> <li>• To recognise the stages of growing from young to old and how people's and animals needs change</li> </ul>	<p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>• Names for all the body parts – including the sexual organs</li> <li>• How has my body changed since I was young? Will it keep on changing?</li> </ul>	<p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammals, amphibians, insects and birds</li> <li>• describe the life process of reproduction in some plants and animals.</li> <li>• describe the changes as humans develop to old age, including key facts about puberty</li> </ul>	<p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>• revise: changes as humans develop to old age, including key facts about puberty</li> </ul> <p>Revise: menstrual wellbeing including the key facts about the menstrual cycle.</p>
<p>Resources Used:</p> <p><b>Y3 Changing Me - Jigsaw Scheme</b> lesson 1 p24            Babies            Lesson 2 Babies &amp; their needs</p>	<p>Resources Used:</p> <p>Link to Y3 science revision of bones and muscles &amp; Y4 Science - digestive system: Draw around a boy and a girl and in groups, label bones, muscles and other external features. Add the digestive system – discuss internal / external features. Discuss correct names for sexual parts (penis, testicles, vulva, vagina, uterus, breasts) and which are external and which are internal. Add to body diagram</p> <p>Discuss body changes from baby, to Merry Hill, to now. Will there be any more changes? Does anyone know why? Explain that they will learn lots more about this in Year 5</p>	<p>Resources Used:</p> <p><b>Y5 Changing me - Jigsaw scheme</b>            Self and Body Image, Puberty, Looking Ahead</p> <p>Living &amp; Growing Activity Sheets 1,2,4,5,7,8,16</p> <p>The Christopher Winter Project Y6 lesson 3 images of male and female reproductive organs and a puberty card game</p> <p><b>Jigsaw animations: Y3/4 female with text</b></p> <p><b>Jigsaw animations: Y3/4 male– no text (text script to be read by teacher)</b></p>	<p>Resources Used</p> <p><b>Y 6 Changing me – Jigsaw scheme</b>            Self Image Lesson 1 p 31            Puberty            Lesson 2 p 37            (Conscious Connection – Science – Human Lifecycles)</p> <p><b>Jigsaw animations (revision of Y5 work): Y3/4 female with text</b>  <b>Jigsaw animations: Y3/4 male– no text text script to be read by teacher</b></p>