



WIDNES ACADEMY West Bank

RELATIONSHIPS and HEALTH EDUCATION POLICY

Recommended by	K Highcock/J Williams
Approved by	Local Governing Body
Approval Date	26/5/21
Version Number	1:3
Review Date	July 2022

Policy:	Relationships and Health Education Policy		Page:	1 of 7	
Author:	K Highcock/J Williams		Version:	1.2	
Approved by:	Local Governing Body		Status:	Approved	
Date of Approval:	26.5.21	Date of Issue	May 2021	Date of Review	July 2022

Relationships Education

Relationships Education has now become statutory in all primary schools, alongside Health Education, following a review by DfE in 2019.

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.”

Relationships Education is therefore at the very centre of everything that we do in school and we ensure that we focus on how to treat each other with respect, consideration, kindness as well as ensuring that we emphasise the importance of honesty and truthfulness. This includes ensure that we respect each others differences and understand the need for personal space.

In addition, Relationships Education at Widnes Academy will promote self esteem and emotional health and well being and help children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. The new statutory guidance also outlines the need for pupils to be taught about positive emotional and mental wellbeing and this is very much at the heart of our curriculum.

Aims and objectives

Through our carefully structured and age appropriate curriculum we will teach children about:

- The importance of families and family life
- The diversity of different families and respect for all of these
- The importance of friendships and how people choose and make friends
- The characteristics of friendships and how to manage conflict
- Respectful relationships
- Positive mental health and wellbeing
- The need to keep themselves healthy (also covered through our PHSE policy)
- Online relationships and how to stay safe online
- Keeping themselves safe
- What sort of boundaries are appropriate in friendships with peers and others
- How to ask for advice or help
- How to report concerns or abuse
- The physical development of their bodies as they grow into adults;
- The way humans reproduce

Policy:	Relationships and Health Education Policy		Page:	3 of 7	
Author:	K Highcock/J Williams		Version:	1.2	
Approved by:	Local Governing Body		Status:	Approved	
Date of Approval:	26.5.21	Date of Issue	May 2021	Date of Review	July 2022

- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.

Context

Sex education, whilst not compulsory in primary schools, will continue to be part of the personal, social and health education curriculum in our school.

We teach sex education in the context of the school's aims and values. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach sex education in the belief that:

- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- It is important to build positive relationships with others, involving trust and respect

The teaching programme Relationship Education Legal Requirements.

Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 are made under Sections 34 and 35 of the Children and Social Work Act 2017 which state that all pupils receiving primary education must be taught Relationships Education and Health Education. In line with this regulation, parents do not have the right to withdraw their child/children from Relationships Education.

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHCE) curriculum, we also teach some sex education through other subject areas (for example, science, RE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

The following outlines what Widnes Academy teaches the children through the relevant Science curriculum.

National Curriculum Science

Key Stage 1

1.b) that animals including humans, move, feed, grow, and use their senses and reproduce.

2.a) to recognise and compare the main external parts of the bodies of humans and reproduce.

f) that humans and animals can reproduce offspring and these grow into adults.

Policy:	Relationships and Health Education Policy		Page:	4 of 7	
Author:	K Highcock/J Williams		Version:	1.2	
Approved by:	Local Governing Body		Status:	Approved	
Date of Approval:	26.5.21	Date of Issue	May 2021	Date of Review	July 2022

3.a) to recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) about the main stages of the human life cycle.
3. describe the changes as humans develop to old age. They should learn about the changes in puberty.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, disadvantaged and looked after children.

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

Early Years Foundation Stage

Children learn about the concept of male and female and about young animals. In ongoing PSED work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in Science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHCE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and recognise human emotions and how to deal with them. They learn about personal safety.

Key Stage 2

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth in years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. By the end of Key Stage 2, we ensure that both boys and girls know how babies are made and born, how their bodies change during puberty, what menstruation is and how it affects women. In RE and PSHCE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop

Policy:	Relationships and Health Education Policy		Page:	5 of 7	
Author:	K Highcock/J Williams		Version:	1.2	
Approved by:	Local Governing Body		Status:	Approved	
Date of Approval:	26.5.21	Date of Issue	May 2021	Date of Review	July 2022

skills needed to form relationships and to respect other people's emotions and feelings.

Jessica Williams is the designated teacher who is responsible for coordinating Relationships Education at Widnes Academy

A range of teaching methods are used to teach relationships education. These include the use of video, discussion, looking at case studies, drama and role play. All relationships education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant, particularly when teaching sex education.

The role of parents

The school is well aware that the primary role in children's relationships 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 this objective we:

- Inform parents about the school's relationships education policy and practice and provides opportunities for parents to view any videos and resources being used.
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school
- Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. They do not have the right to remove their child from Relationships Education or any part of the Science curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Principal or designated teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the child protection policy. If the teacher has concerns, they will draw their concerns to the attention of the Principal. The Principal will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy.)

Policy:	Relationships and Health Education Policy		Page:	6 of 7	
Author:	K Highcock/J Williams		Version:	1.2	
Approved by:	Local Governing Body		Status:	Approved	
Date of Approval:	26.5.21	Date of Issue	May 2021	Date of Review	July 2022

The role of the Principal

It is the responsibility of the Principal to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach the topics effectively and handle any difficult issues with sensitivity.

Policy:	Relationships and Health Education Policy		Page:	7 of 7	
Author:	K Highcock/J Williams		Version:	1.2	
Approved by:	Local Governing Body		Status:	Approved	
Date of Approval:	26.5.21	Date of Issue	May 2021	Date of Review	July 2022