



Policy for:	Relationships Education, Relationships And Sex Education and Health Education
Overarching Area:	Curriculum
Other Policy Links:	Safeguarding Behaviour Equality Teaching & Learning
Based on parent consultation on:	Parents' Forum 22.01.2020 Parental Survey March 2021
Governors' Ratification Date:	24.03.21
Policy Implemented	September 2021
Review of policy due:	February 2022

Definition of Relationship, Health and Sex Education

- Relationship, Health and Sex Education is designed to equip children with knowledge to make informed decisions about their wellbeing, health and relationships in order to prepare them for a successful adult life.
- **Relationships Education** focuses upon the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. **This is a statutory component of primary education and is taught at Mount Pleasant Junior School. There is no right for parents to withdraw their children.**
- **Health Education** focuses upon physical health and mental wellbeing, so that children are able to make good decisions about their own health and wellbeing. This should enable them to recognise what is normal and what could be a cause for concern and, when issues arise, to know how to seek support as early as possible from appropriate sources. **This is a statutory component of primary education and is taught at Mount Pleasant Junior School. There is no right for parents to withdraw their children**
- **Sex Education** focuses on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health. **This is not a statutory component of primary education and is not taught at Mount Pleasant Junior School. Parents have the right to withdraw their children from these lessons at primary level. As this content is not taught at MPJS, there is no requirement to withdraw.**

This policy is based upon the following documents:

- [DfE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2019\)](#)
- [Keeping Children Safe in Education \(2021\)](#)
- [Equality Act 2010](#)
- Public Sector Equality Duty
- [National Curriculum](#)

And has utilised guidance from:

- PHSE Association
- Joint Strategic Needs Assessment Southampton & Public Health England

Content, Pedagogy and Responsibility for Teaching:

Content:

Children will learn:	
From: Relationship Education & Physical Health & Mental Well-being (DfE statutory requirement; see pages 20-22)	From PSHE Association Programme of Study for PSHE Education Living in the Wider World
• Families and people who care for me	• Shared Responsibility
• Caring Friendships	• Communities
• Respectful Relationships	• Economic well-being: Money
• Online Relationships	• Economic well-being: Aspirations, work and career
• Being Safe	

Appendix 1 details these areas in more detail, citing p20-22 of DfE Relationships Education.

Appendix 2 details long-term overview of themes covered in each term and year group.

Pedagogy:

RSE, Health Education and additional PSHE will be delivered through a variety of mediums:

	Discrete “Happy and Healthy” lessons that are delivered by the class teacher each week. These lessons contain the statutory elements of the Relationships Education) and Health Education, as well as the additional aspects of Living in the Wider World (PSHE Association) as detailed above and in Appendix 1 &2).
	Cross- curricular lessons, such as Science, PE, Computing, History, RE and English. Within these lessons, explicit links will be made between the subjects. For example, puberty education in Y5 science curriculum, dental hygiene in Y4 science curriculum gender equality in Y5 history project, risk taking in Y5 English Unit ‘The Way Home.’ Where appropriate, these will be taught in single-gender classes to encourage all children to ask questions.
	Some aspects of the curriculum will be re-visited within whole school assemblies or projects. This will allow for reminders of important safety information (such as rail, road and sun safety) and for enrichment through expert visitors.

Pupils with Special Educational Needs and Disabilities (SEND)

Relationships and Health Education must be accessible for all pupils. High quality teaching that is differentiated and personalised; this will be the starting point to ensure accessibility for all. As far as is appropriate, pupils with SEND will follow the same RHE education as all other pupils but leaders and teaching staff will ensure that teaching is sensitive, age-appropriate and developmentally suitable. We are mindful that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and therefore, Relationships Education is especially important for these pupils.

English Language Learners (ELL)

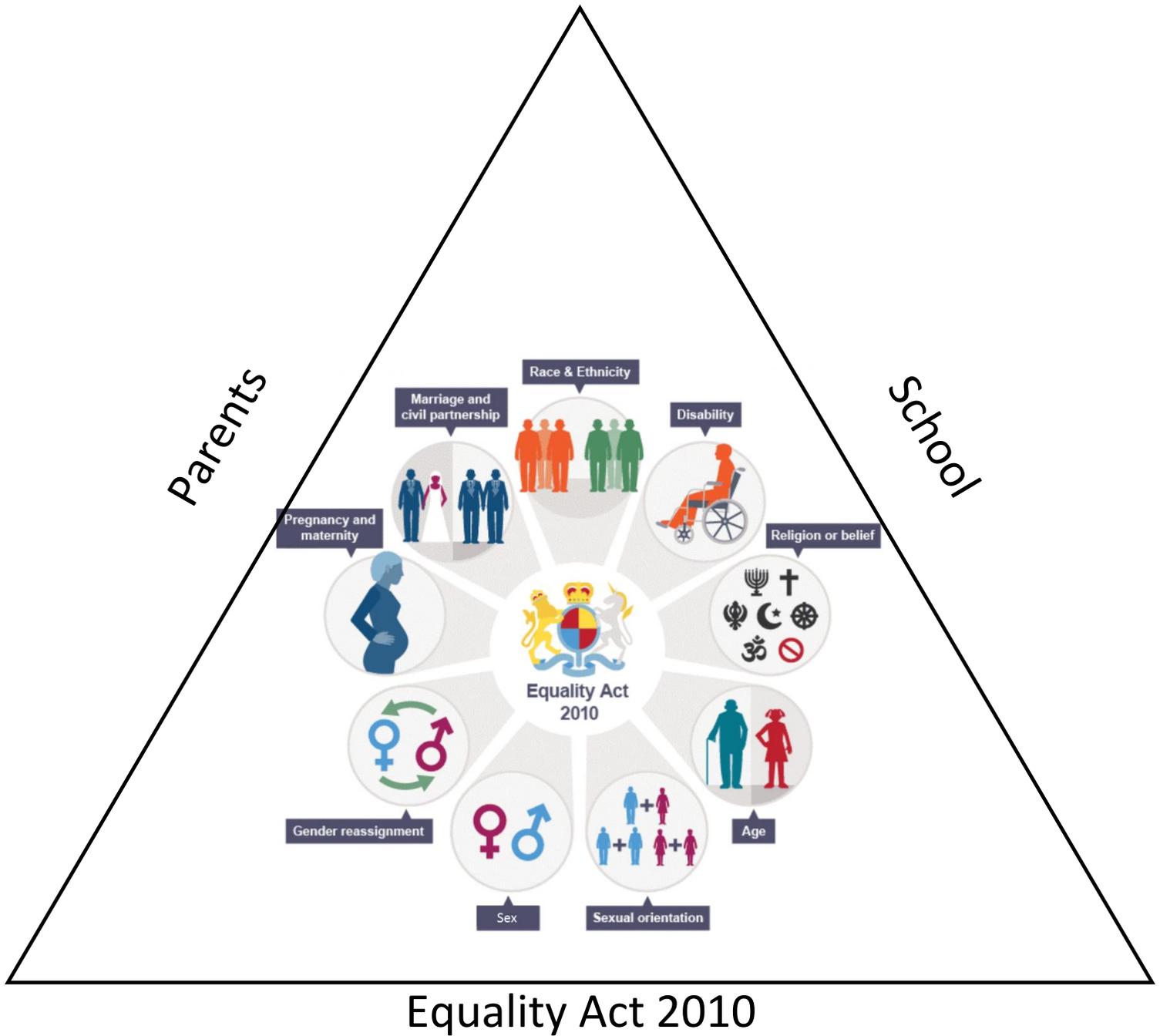
Teachers will plan and deliver learning in a variety of ways in order to meet the needs of those children who are new to English. For all pupils, our learning in RSHE is designed to increase each pupil’s confidence, independent thought and self-esteem, as well as their relationships with others

Children will not be routinely withdrawn from PSHE lessons in order to catch up with other areas of the curriculum: these aspects of personal and social development are as important to all pupils as their academic achievement.

Responsibility:

We recognise that:

- parents are the first teachers
- we work in partnership with our families and all of us are protected by the Equalities Act 2010
- children will ask questions that are better answered away from the classroom or by their parents and there are systems in place to ensure that this happens in an appropriate and timely manner
- children will ask questions at home. Therefore, we will be transparent about what is taught and when it is taught.
- at times, concerns or particular questions will need to be shared with parents and there are systems in place to ensure that this is done in an appropriate and timely manner.
- teaching should be organised in single gender groups when appropriate and at other times, whole class teaching will be the most effective approach.



Monitoring and Evaluation

- Usual programme of school monitoring: lesson observations, work scrutinises, pupil conferences
- Pupil surveys and questionnaires
- Parent surveys and questionnaires, as well as reviews at parents' forum

Consultation Process:

This policy has been produced with input from parents during parents' forum and through parental survey. The parental survey is attached as **Appendix 3**.

Appendix 1

Children will learn:	
From: Relationship Education & Physical Health & Mental Well-being (DfE statutory requirement; see pages 20-22)	
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy
Caring Friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.
Respectful Relationships	<ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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 • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online Relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being Safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

	<ul style="list-style-type: none"> • 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. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
<p>From PSHE Association Programme of Study for PSHE Education Living in the Wider World</p>	
<p>Shared Responsibility</p>	<ul style="list-style-type: none"> ▪ to recognise reasons for rules and laws; consequences of not adhering to rules and laws ▪ to recognise there are human rights, that are there to protect everyone ▪ about the relationship between rights and responsibilities ▪ the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others ▪ ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
<p>Communities</p>	<ul style="list-style-type: none"> ▪ recognise ways in which the internet and social media can be used both positively and negatively ▪ how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results ▪ about some of the different ways information and data is shared and used online, including for commercial purposes ▪ about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information ▪ recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images ▪ about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
<p>Economic well-being: Money</p>	<ul style="list-style-type: none"> ▪ about the different ways to pay for things and the choices people have about this ▪ to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ ▪ that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) ▪ to recognise that people make spending decisions based on priorities, needs and wants ▪ different ways to keep track of money ▪ about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
<p>Economic well-being: Aspirations, work and career</p>	<ul style="list-style-type: none"> ▪ to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes ▪ that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life ▪ about stereotypes in the workplace and that a person’s career aspirations should not be limited by them ▪ about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) ▪ that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid ▪ about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

- to identify the kind of job that they might like to do when they are older
- to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Appendix 2

MPJS LONG-TERM OVERVIEW FOR RELATIONSHIPS EDUCATION

	Autumn		Spring		Summer	
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we keep active and well?	How do we treat each other with respect?
Year 4	How do we treat each other with respect?	Why should we eat well and look after our teeth?	What strengths, skills and interests do I have?	How can we manage our feelings?	How can our choices make a difference to others and the environment?	What makes up a person's identity?
Year 5	How can we manage risk in different places?	How can we help in an accident or emergency?	What decisions can people make with money?	How can friends communicate safely?	How can we keep healthy as we grow?	What jobs would I like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent?	



Appendix 3

Mount Pleasant Junior School

Mount Pleasant Road,
Southampton, SO14 0WZ

Tel: 023 8022 3634

Email: info@mpjs.org.uk

Info: www.mpjs.org.uk

Headteacher: Mrs E Kerrigan-Draper BEd (Hons)NPQH

March 2021

Dear parents,

From the Summer Term 2021, Relationships Education, Relationship Sex Education and Health Education (DfE, 2019) will be taught in all primary schools.

At Mount Pleasant Junior School, we believe that Relationships Education, Relationship, Sex Education and Health Education (DfE 2019) should focus on developing children's knowledge, skills and understanding to build and maintain:

healthy relationships



a healthy body



a healthy mind



Therefore, our teaching focuses on:

- Building friendships and behaving appropriately (relationships)
- Building and maintaining their own sense of self-worth (self-worth)
- Accepting differences in others (diversity and equality)
- Making good decisions about personal health and safety (health and safety)

We do not teach about:

- intimate and sexual relationships (sex education)

Do you:

Agree



Disagree



Don't know



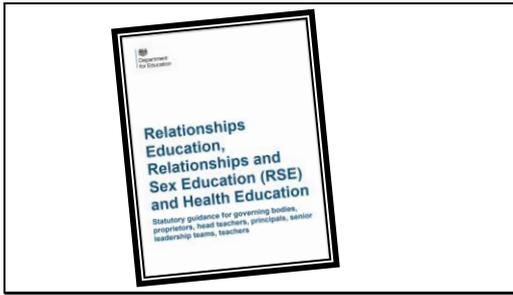
Parental Consultation March 2021 Results

Agree	Disagree	Don't know
121	21	7

Appendix 4

Presentation to Parents & Feedback form Parents' Forum February 2020

Slide 1



New statutory requirements

Slide 2

Policies for mandatory subjects		Policy for non-mandatory subjects
For primary education?	For secondary education	For primary schools that may choose to teach sex education
Define Relationships Education	Define Relationships and Sex Education	Define any sex education they choose to teach other than that covered in the science curriculum.
Set out the subject content, how it is taught and who is responsible for teaching it.		
Describe how the subject is monitored and evaluated.		
Include information to clarify why parents do not have a right to withdraw their child.	Include information about a parent's right to request that their child be excused from sex education within RSE only.	Include information about a parent's right to request that their child be excused.

Clarity around what is and what is not compulsory

Slide 3



Reminder about protected characteristics

Slide 4

Schools should be aware that for many young people the distinction **between the online world and other aspects of life is less marked** than for some adults.

In all schools, **teaching should reflect the law (including the Equality Act 2010) as it applies to relationships**, so that young people clearly understand **what the law allows and does not allow**, and the wider legal implications of decisions they may make.

Schools should ensure that **all of their teaching is sensitive and age appropriate** in approach and content. **At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.** Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

Important factors to remember and understand.

Slide 5

The role of parents in the development of their children's understanding about relationships is vital. **Parents are the first teachers of their children.** They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that **parents know what will be taught and when**, and clearly communicate the fact that parents have the right to request that **their child be withdrawn from some or all of sex education delivered as part of statutory RSE.**

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and **opportunities for parents to understand and ask questions** about the school's approach help increase confidence in the curriculum.

Many schools build a good relationship with parents on these subjects over time – for example by inviting parents into school to **discuss what will be taught, address any concerns and help support parents in managing conversations** with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to all parents, recognising that a range of approaches may be needed for doing so.

The role of parents and the importance of consultation.

Slide 6

Relationships Education

The focus in primary school should be on 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.**

Our intention to focus on relationships for primary aged pupils.

Slide 7

Relationship Education

By the end of primary school, pupils should know about:

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

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 Relationships Education. The school's policy should cover how the school handles such questions. **Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.**

"That is part of Sex Education and we are learning Puberty Education so we are not learning about that now."
"Who might be a good person to ask about that?"

Coverage of the curriculum and the reality about what pupils will do to educate themselves.

Slide 8

Sex Education (Primary)

The Relationships Education, RE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. **Sex education is not compulsory in primary schools** and the content set out in this guidance therefore focuses on Relationships Education.

The Department continues to recommend therefore that all **primary schools should have a sex education programme** tailored to the age and the physical and emotional maturity of the pupils. It should ensure that **both boys and girls are prepared for the changes that adolescence brings** and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

Where a maintained primary school chooses to teach aspects of sex education (which go **beyond the national curriculum for science**), the school must set this out in their policy and all schools should consult with parents on what is to be covered. **Primary schools that choose to teach sex education must allow parents a right to withdraw their children.**

Clarity around Sex Education for Primary pupils and parents' rights.

Slide 9

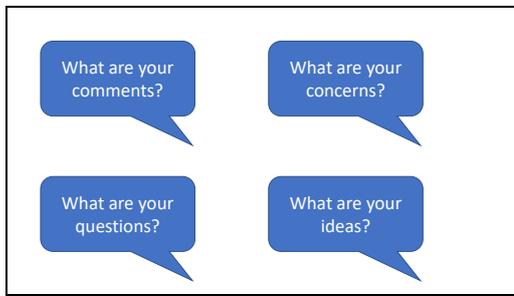
Health Education (Primary)

Puberty including menstruation should be covered in Health Education and should, as far as possible, be **addressed before onset**. This should ensure male and female pupils are prepared for changes they and their peers will experience.

By the end of primary school, pupils should know about:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Clarity around the importance of puberty education and that this is statutory and children may not be withdrawn.



Session attended by 19 parents (15 mothers and 4 fathers)

Questions and Comments from parents included:

Is it a week of teaching?

How do you tell the children about conception?

Muslim children are taught about having respectful relationships.

What age does the teaching start?

Can parents have information about the teaching when it is being taught?

Children are not old enough to mentally understand LGBT relationships

There are too many lesbians in a local secondary school.