



MERRYLANDS
PRIMARY SCHOOL AND NURSERY

**Merrylands Primary and Nursery School
Personal, Social and Health Education Policy
(including Relationships and Sex Education)**

November 2020

Background

The UK government has passed 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, which made Relationships Education compulsory for all pupils receiving primary education and Relationships And Sex Education (RSE) compulsory for all pupils receiving secondary education. These Regulations also made Health Education compulsory in all schools except Independent Schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

The Department for Education also published guidance as to the content of the Relationship Education and Health Education.

The effect of this legislation is that from September 2020, all state-funded primary schools will have to deliver two new subjects "Relationships Education" and "Health Education". These subjects should sit within a wider framework of Personal, Social, Health Education, which has been described by the Chief Medical Officer as a bridge between health and education^{1,2}.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities, and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental, and physical development of pupils, at school and in society.

Although these are important educational subjects, research evidence⁽³⁻⁶⁾ suggests that learning about relationships and health promotes well-being and can also improve academic attainment.

These subjects represent a huge opportunity to help children and young people develop knowledge and attributes to support their own, and others', well-being and attainment and help them to become successful, and happy adults, who make a meaningful contribution to society.

Primary Schools also can decide whether they also teach 'Sex Education' in addition to that already being addressed as part of the National Curriculum, Science.

Aims of the Relationships and Health Education

The aim of relationships education at our school is to help pupils develop self-respect, confidence, and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community.'

Relationships education is not about sexual relationships

Children's learning about Relationships Education, is mutually supportive of, and contributes to learning about Health Education, which includes physical health and mental well-being. Physical health and mental well-being are interlinked, and it is important that pupils understand that good physical health contributes to good mental well-being.

The aim of teaching pupils about physical health and mental well-being is to give them the information that they need to make good decisions about their own health and well-being, promote pupils' ability to regulate their emotions and to reduce stigma attached to mental health issues.

Children's learning in Relationships Education and Health Education will support the wider work of the school in helping to foster pupil well-being, develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

Statutory Requirements

Relationships education is compulsory in primary schools from September 2020, so all pupils must take part in these lessons. The DfE Guidance is equally clear that Schools ultimately make the final decisions and engagement does not amount to a parental veto.

Sex education is not compulsory for primary schools however at Merrylands Primary School pupils will learn about puberty and the changing adolescent body as part of Health Education after year 4 and in Year 6 pupils will be taught about how a baby is made and how it grows. Parents will be consulted about the content taught and the resources used by the school.

Health Education is also statutory and focuses on learning about the characteristics of good physical health and mental well-being and the relationship between good physical health and good mental well-being.

Delivery of Relationships Education

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- communication skills
- forming positive relationships including self-respect as well as respect and empathy for others
- recognising and assessing potential risks
- assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value, and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn in Relationships Education by the end of Year 6, under a series of themes. The statutory content as written by the DfE is set out below. These themes have been integrated into the PSHE and physical, emotional, and mental scheme of work. (see Appendix 1).

Families and people who care for me

- families are important for children growing up because they can give love, security, and stability
- 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
- 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
- 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
- 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 or unsafe, and how to seek help or advice from others if needed

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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

- 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
- 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
- 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

- people sometimes behave differently online, including by pretending to be someone they are not
- 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
- 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

- what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- 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

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions

Delivery of Health Education

Health Education is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental well-being, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

The Department for Education (DfE) has set out guidance on what children must learn in Health Education by the end of Year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

Mental well-being

- mental well-being is a normal part of daily life, in the same way as physical health
- 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.
- 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
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interest
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
- 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 well-being or ability to control their emotions (including issues arising online)
- 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

Internet safety and harms

- for most people, the internet is an integral part of life and has many benefits
- 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 well-being
- 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
- why social media, some computer games and online gaming, for example, are age restricted
- 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
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle
- 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.
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- 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)

Drugs, alcohol, and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation, and vaccination

Basic first aid

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example, dealing with common injuries, including head injuries

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual well-being including the key facts about the menstrual cycle

Monitoring Arrangements:

The delivery of relationships and health education is monitored by the PSHE lead through:

- *planning scrutinies
- *class PSHE journal scrutinies
- *learning walks
- *pupil voice

Pupils' development in relationship and health education is monitored by the class teachers as part of our internal assessment system.

Parents' right to withdraw their children from lessons

Parents have the right to withdraw their children from sex education lessons that are taught as part of the Relationships Education or PSHE curriculum.

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's file so that parents' wishes are on record. The head teacher will automatically grant the request to withdraw a pupil from the sex education lessons and alternative work will be given to pupils who are withdrawn from sex education. (See appendix 2)

Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

There is no right to withdraw from Relationships Education or Health Education.

References

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<https://www.probonoeconomics.com/sites/default/files/files/PSHE%20Evidence%20Review%202017.PDF>

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf

Framework Guidance on Character Education from the Department for Education (2019)

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Appendix 1: Curriculum map

Relationships and health education (including sex education) curriculum map

There is always flexibility in our curriculum, but below is an overview of our general coverage across KS1&2. This includes all the statutory content. Resources vary from year to year depending on availability of online resources, but you are welcome to view resources for any topic, by request. There is a physical, emotional, and mental health scheme of work which is in addition to the PSHE scheme these objectives can be taught during mindfulness sessions which run daily.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Autumn 1	Me and My Relationships: What is the same but different about us? *ourselves and others; similarities and differences; individuality; our bodies
	Autumn 2	Me and My Relationships: Who is special to us? *ourselves and others; people who care for us; groups we belong to; families
	Spring 1	Health and Wellbeing Keeping safe-Who helps us keep safe? *keeping safe; people who help us
	Spring 2	Living in the wider world: Working together- How can we look after each other and the world? *Ourselves and others; the world around us; growing and changing
	Summer 1	Living in the wider world: Money, money, money... What can we do with money? *Money; making choices; needs and wants
	Summer 2	Health and Well-being: Healthy Changes-What helps us stay healthy? *being healthy; hygiene; medicines; people who help us with health
Year 2	Autumn 1	Me and My Relationships: What makes a good friend? *friendship; feeling lonely; managing arguments
	Autumn 2	Me and My Relationships: What is bullying? *behaviour; bullying; words and actions; respect for others
	Spring 1	Health and Well-being: Keeping safe-What helps us to stay safe? *keeping safe, recognising risk; rules
	Spring 2	Living in the wider world: Working together-What can I do to contribute to school, home and the local environment? *rights and responsibilities; caring for others; needs; looking after the environment

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer 1	Living in the wider world: Money, money, money-What jobs do people do and why? *people and jobs; money; role of the internet
	Summer 2	Health and wellbeing: Healthy changes-What can help us grow and stay healthy? *being healthy; eating, drinking, playing, and sleeping
Year 3	Autumn 1	Me and my relationships: How can we be a good friend? *friendship; making positive friendships; managing loneliness; dealing with arguments
	Autumn 2	Me and my relationships: What are families like? *families; family life; caring for each other
	Spring 1	Keeping safe: Health and wellbeing-What keeps us safe? *keeping safe at home and at school; our bodies; hygiene; medicines and household products
	Spring 2	Living in the wider world: Working together-What makes a community? *community; belonging to groups; similarities and differences; respect for others
	Summer 1	Living in the wider world: Money, money, money-What are needs and wants? What money is?, needs and wants; looking after money Health and wellbeing: Healthy Changes-What does health and wellbeing mean? *being healthy; keeping active; taking rest

Year 4	Autumn 1	<p>Me and my relationships-How do we treat each other with respect? *respect for self and others; courteous behaviour; safety; human rights</p>
	Autumn 2	<p>Me and my relationships-What strengths and skills do we have and how can we manage our feelings? *self-esteem; self-worth; personal qualities; goal setting, managing set backs; feelings and emotions; expression of feelings; behaviour</p>
	Spring 1	<p>Health and wellbeing: Keeping safe-How can we manage risk in different places? *keeping safe; out and about; recognising and managing risk</p> <p>Living in the wider world: Working together- How can our choices make a difference to others and the environment? *caring for others; the environment; people and animals; shared responsibilities; making choices and decisions</p>
	Spring 2	
	Summer 1	<p>Living in the wider world: Money, money, money-What decisions can people make about money? *making decisions about money; using and keeping money safe</p>
	Summer 2	<p>Health and wellbeing: Healthy changes-How will we grow and change? *growing and changing; puberty</p>

Year 5	Autumn 1	<p>Me and My relationships-How can friends communicate safely? *friendships; relationships; becoming independent; online safety</p>
	Autumn 2	<p>Me and my relationships-What is personal identity? *identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p>
	Spring 1	<p>Health and Wellbeing: How can drugs affect health? *drugs, alcohol and tobacco; healthy habits</p>
	Spring 2	<p>Living in the wider world: working together-How can we help in an accident or emergency? *basic first aid, accidents, dealing with emergencies</p>
	Summer 1	<p>Living in the wider world: working together- How important is money? *money contributions to society, debt, credit, fair trade, global environment</p>
	Summer 2	<p>Health and wellbeing: Healthy changes-What changes will happen as we get older? *physical and emotional changes during puberty; respecting others feelings; hygiene, physical and emotional well-being</p>
Year 6	Autumn 1	<p>Me and my relationships-What is respect? *expressing opinions and respecting others points of view, including discussing topical issues</p>
	Autumn 2	<p>Me and my relationships-What is a healthy relationship? *safe relationships; recognising and managing pressure; consent in different situations</p>
	Spring 1	<p>Health and wellbeing: Keeping safe-What does keeping safe mean? *evaluating media sources; sharing things online</p>
	Spring 2	<p>Living in the wider world: working together-What does valuing diversity mean? *valuing diversity; challenging discrimination and stereotypes</p>
	Summer 1	<p>Living in the wider world: Money, money, money-What is financial risk? *influences and attitudes to money, money, and financial risks</p>
	Summer 2	<p>Health and wellbeing: Healthy changes-What does healthy changes mean? *attraction to others; romantic relationships; civil partnerships and marriage; increasing independence; managing transitions; human reproduction and birth;</p>

Appendix 2: Parent form: withdrawal from sex education within Relationships and Health Education

TO BE COMPLETED BY PARENTS			
Name of Child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and health education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	