



# FOREST SCHOOL

## Relationships and Health Education Policy

Preparatory School including EYFS

v1.0

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## **Introduction**

Relationships and health education is an essential part of every child’s education. At Forest, we strongly believe that children need to be prepared for life outside of school. To achieve this, their understanding of healthy relationships, wellbeing and changes as they grow older is of the utmost importance.

‘Today’s children and young people are growing up in an increasingly complex world and living seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’

*Guidance for RSE, Department of Education, February 2019.*

## **Aims of policy**

To explain the School’s approach to the provision of Relationships and Sex Education (RSE) for all our pupils and to provide guidelines for all staff and parents to understand the delivery of the teaching of relationships and health education.

This forms part of our commitment to the whole school aims and values:

- For every pupil to achieve the very best of which they are capable
- For every pupil to develop into the fullest and best version of themselves
- For every pupil to contribute to the success and happiness of the School community
- For every pupil to acknowledge with pride the School’s place in the community and in history
- For every pupil to benefit from the opportunities of a single-sex teaching and pastoral care within a co-educational environment.

## **Context**

Relationships and health education is now compulsory in all primary schools. Although this subject has been taught in Years 5 and 6 for many years, it is important to review our curriculum to ensure it takes into account the new changes. Health education (including puberty) is part of the PSHEE statutory guidance for independent schools and reproduction is incorporated in the science curriculum. The School has considered the government guidelines alongside the suggested age appropriate topics for each year group and it has been decided for our curriculum to focus on the teaching of relationships and health education rather than relationships and sex education (RSE).

## **Aims of Relationships and Health Education**

Relationships and health education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships, as well as leading a healthy lifestyle. Forest School recognises the importance of these topics being taught in partnership with parents.

‘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, health and relationships and to build their self-efficacy. 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. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.’ *Guidance for RSE, Department of Education, February 2019.*

We aim:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the School.
- To prepare each pupil for the opportunities, responsibilities and experiences of adult life and encourage personal responsibility in all forms of behaviour.
- To promote responsibility to the School, their family and the wider community.
- To encourage self-esteem and greater confidence in our pupils.
- To encourage respect, empathy, consideration and sensitivity to the needs and views of others.
- To explore how to manage emotions, relationships and conflict.
- To provide support and information for young people and their parents.
- To encourage all our children to lead a healthy lifestyle.
- To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- To enable students to better understand the nature of human relationships and to see the importance of stable, loving relationships.
- To explore, consider and understand moral dilemmas; and develop critical thinking as part of decision-making.
- To demonstrate the importance of values and develop an appreciation of the consequences of choices made.
- To ensure an understanding of the law and the rights of a child.
- To ensure that children’s views are actively sought to influence lesson planning and teaching, including providing the pupils with opportunities to ask anonymous questions.

## **Relationships Education**

Relationships education will focus on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

## **Health Education**

Health education includes both physical health and mental wellbeing. It is important for pupils to understand that mental wellbeing is a normal part of daily life, in the same way as physical health. This will include daily exercise, good nutrition, personal hygiene, sufficient sleep, understanding emotions and feelings and online behaviours.

## **Lessons and resources**

Relationships and health lessons will be taught within the weekly PSHEE slot (PSED for Reception) during the Trinity term when the 'relationships' and 'changing me' topics are covered (see scheme of work below). These lessons are taught by the form tutor to ensure a strong relationship has already been formed. During these sessions, an anonymous question box will be placed in each classroom for pupils to be able to ask any question they wish with more confidence. This will also provide an opportunity for members of staff to check appropriateness of questions and to prepare answers ahead of time.

Subject content has been chosen in line with the guidance provided by the Department of Education, the PSHEE Association and the Jigsaw Scheme. This is age appropriate. Boys and girls must be prepared in advance for the changes they will experience. As puberty is starting earlier in children, puberty (including menstruation) will be taught from the end of Year 4. Pupils in Year 5 and 6 will learn about reproduction in humans but will only learn the definition of sexual intercourse in Year 6. Up until that point, pupils will learn about the fertilisation of the egg by the sperm cell as stated in the science curriculum. The decision to teach the definition of sexual intercourse is so that pupils are not confused by the reproduction process and understand how the egg and sperm cell come together. The reproduction topic in Year 6, including external body parts, conception and fertilisation to birth, will be covered in more detail than Year 5 during the Trinity science topic.

### **Resources:**

- Jigsaw PSHEE scheme
- Growing up with Yazmin and Tom [www.fpa.org.uk](http://www.fpa.org.uk)
- <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>
- Other resources can be found on the School system
- <https://www.egfl.org.uk/elp-services/health-improvement-schools/hit-resources-and-support/relationships-and-sex>

## **Monitoring and assessment**

Relationships and health education will be monitored and evaluated by the teacher's observations of pupils' progress throughout lessons. Assessment may be in the format of a 'draw and write' pre-assessment at the beginning of the topic and then extra information being added at the end of a topic to see progress in learning. If appropriate, pupils' progress will be reported in the PSHEE section of the end-of-year report.

## **Permission to withdraw**

Parents do not have a right to withdraw their child from the relationships section of the curriculum as dictated by the RSE guidance, Department for Education, July 2018. If a parent would like to request permission to withdraw their child from lessons covering sexual intercourse (Year 6 only), these will need to be in writing to the Head of the Preparatory School. The Head of the Preparatory School will clarify the nature and purpose of the curriculum before granting any request, this will include the benefits of receiving this important education and any detrimental effects of being excluded as well as the likelihood of the child hearing their peers' version of what has been said in class. Puberty and health education is statutory in the science curriculum in maintained schools therefore there is no right to withdraw.

## **Managing Tricky Questions**

Due to pupils being able to use the internet as a sometimes inappropriate source of information, we feel that it is important that pupils can ask questions in a safe environment within the classroom. During relationship and health lessons, the teacher will set up an anonymous box for pupils to post

questions they have. So that pupils do not know who has asked a question, all pupils will be asked to write a question or write that they do not have a question at the end of the lesson. This method allows teachers to decide the best and most appropriate answer. If a question is not age appropriate, the teacher will state to the class that the questions not answered are due to them not being age appropriate and that these will be covered in future years. If staff members do not feel comfortable with a certain question, they should seek advice from the PSHEE Co-ordinator to decide on the best response.

### **Accessibility to all pupils**

Relationships and health is accessible to all pupils at Forest Preparatory School. Teachers will take into account pupils' religious backgrounds so that sensitive topics that need to be taught are appropriately handled.

The Relationships and health curriculum must be in conjunction with the protected characteristics stated in the Equality Act 2010. There will be an equal opportunity to explore the features of stable and healthy same-sex relationships.

### **Safeguarding**

Any concerns which are raised during these lessons must be reported to the Designated Safeguarding Lead using the online forms. For further details, please refer to the Safeguarding Policy.

### **Cross-curricular links**

- PE and games lessons: pupils will be taught how to lead healthy and active lives and the impact sport has on the body
- ICT: how to use technology safely and keep personal information private
- Science: external body parts and reproduction

## Scheme of Work

Please see Jigsaw scheme for further information

Year Group	Relationships	Health (Healthy Me Topic)	Health (Changing Me Topic)
Reception (PSED)	My family and me Make friends, make friends, never ever break friends! Falling out and bullying Being the best friends we can be	Everybody's body We like to move it, move it! Food, glorious food Sweet dreams Keeping clean Stranger danger	My body (including naming reproductive parts) Respecting my body Growing up Fun and fears Celebration
1	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
2	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
3	Family roles and responsibilities Friendship Keeping myself safe Being a global citizen Celebrating my web of relationships	Being fit and healthy What do I know about drugs? Being safe Being safe at home My amazing body	Changes from baby to adult Hygiene and growing up* Changing feelings* Family stereotypes Looking ahead  *Not part of Jigsaw scheme of work.
4	Relationship web Love and loss Memories Are animals special? Special pets Celebrating my relationship with people and animals	My friends and me Group dynamics Smoking Alcohol Healthy Friendships Celebrating my inner strength and assertiveness	Unique me Puberty (boys and girls) and hygiene Circles of change Accepting change Looking ahead
5	Recognising me	Smoking	Self and body image

	Getting on and falling out Girlfriends and boyfriends Relationships and technology	Alcohol Emergency Aid Body Image My relationship with food Healthy me	Puberty and hormones Fertilisation Looking ahead Looking ahead to Year 6
6	Significant relationships Love and loss Power and control Being safe with technology (including law, use of language and consent)	Food Drugs Alcohol Emergency Aid Emotional and Mental Health Managing Stress	My self-image Puberty recap Babies – conception to birth Attraction Transition to Secondary School

Classes in Years 4, 5 and 6 will be taught about puberty in both boys and girls, this will include the following topics:

- Body parts
- Physical changes in both boys and girls
- Menstruation and wet dreams
- Hygiene and health
- Hormones
- Keeping safe

**Reception objectives (PSED):**

- What a relationship is, what friendship is, what family means and who the people are who can support them
- How to take turns, how to treat each other with kindness, consideration and respect, importance of honesty and truthfulness, permission seeking and giving, concept of personal privacy
- Respect for others, understanding one's own boundaries in play, in negotiations about space, toys, resources and so on
- Features of healthy friendships, family relationships. Recognising less positive relationships.
- Online relationships, sharing information and data
- Positive emotional and mental wellbeing.
- Children's rights and how to report advice/seek advice.
- Main external body parts, including reproductive parts.
- Changes to animals from birth to old age.

## Appendix 1 Relationships Education Pupil Objectives

### **By the end of primary school: Families and people who care for me**

Pupils should know

- 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 for them.
- 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 (footnote: marriage in England and Wales is available to both opposite sex and same sex couples, this can either be through a civil or religious ceremony) 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.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, 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, 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.
- 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**

- 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**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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 who 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 self and for 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 from e.g. family, school and/or other sources.

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.

## **Appendix 2: Physical Health and Mental Wellbeing Pupil Objectives**

### **Mental wellbeing**

Pupils should know

- that mental wellbeing 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 wellbeing and happiness.
- simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
- 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 wellbeing.
- 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).
- it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.

### **Internet safety and harms**

- that for most people the internet is an integral part of life and has many benefits.
- 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.
- how to consider the effect of their online actions on others and knowhow 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.

<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories, and nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• know how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>