



White Woods
Primary Academy Trust



Relationships and Health Education

(including sex education)

Reviewed and ratified by the governing body September 2024

Date of next review September 2025

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Since September 2021 Relationships and Health Education (previously known as Personal Social and Health Education - PSHE) has become a statutory part of the curriculum alongside other key subjects such as Maths, Reading and Writing. The pupils will be taught through a range of teaching methods, including role play, open forum debate, conscience alley, hot seating, circle time, freeze frames and individual and collaborative class work.

Today's children and young people are growing up in an increasingly complex world and living their lives 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.

Our children are also encouraged to regard people of all faiths, races and cultures with respect and tolerance. We promote our childrens' spiritual, moral, social and cultural (SMSC) development and actively promote fundamental British values.

Relationships Education

At Swinton Fitzwilliam we learn about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The curriculum objectives are organised into 5 main subject areas:

- a. Families and people who care for me
- b. Caring friendships
- c. Respectful relationships
- d. Online relationships

e. Being safe

Each of the subject areas are taught in an age-appropriate way. For example from the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect and this lays the foundations for children to identify the features of positive relationships which will help them to recognise any less positive relationships if and when they encounter them and recognise bullying type behaviours, including online safety and signs and indicators of grooming.

Health Education

In these unprecedented times, it is more important than ever before to teach our children the characteristics of good physical health and mental wellbeing. We will teach our children that mental wellbeing is a normal part of daily life, in the same way as physical health. A firm foundation in the benefits and characteristics of good health and wellbeing will enable us to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing. The curriculum objectives are organised into 8 main subject areas:

- a. Mental wellbeing
- b. Internet safety and harms
- c. Physical health and fitness
- d. Healthy eating
- e. Drugs, alcohol and tobacco
- f. Health and prevention
- g. Basic first aid
- h. Changing adolescent body

Each of the subject areas are taught in an age-appropriate way. For example younger children will be taught the importance of not sharing personal data when using the internet and this will build the foundations for teaching older children about the dangers of using online platforms to communicate with strangers and keeping safe online. Furthermore we aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Our youngest children will be taught to identify how they are feeling and what to do if they are overwhelmed with an emotion. These will be the foundations that help children to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Creating a safe and supportive learning environment

Due to the nature of the discussions and topics in Relationships Education, it is vital that children and teachers feel safe and supported within the learning environment that they are in. To establish a safe and supportive learning environment:

- Teachers will discuss appropriate 'ground rules' at the start of each lesson
- Confidentiality will be discussed with the pupils in conjunction with the safeguarding/child protection policy
- If a pupil makes a disclosure or raises a safeguarding issue, we will follow our school safeguarding procedures.
- We will ensure that where pupils indicate that they may be at risk or vulnerable, they will get appropriate support in conjunction with the safeguarding/child protection policy
- Where a pupil may want to discuss a subject further or raise a question that may not be appropriate for the age/maturity of the rest of the class, teachers will be given the option to

come back to it at a later time – either with the child if age appropriate or as a consultation with parents. Teachers are also able to work with colleagues if necessary to construct an appropriate answer.

- Distancing techniques such as choosing hypothetical scenarios will be used because it is important that pupils discuss issues without becoming personal
- Teachers are aware that effective R.H.E, and what is and what is not appropriate in a healthy relationship, could lead to a child protection disclosure and are aware of protocols to follow should this happen.

Partnership Working - Your Rights as a Parent/Carer

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued within our RHE curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Our long term plan and policy is available for our families to view on the school website. We also communicate RHE learning on our termly curriculum newsletters. In addition, we host Coffee & Chat events throughout the year to discuss curriculum coverage.

In line with our equality, diversity and inclusion policies, we enable all children to access our R.H.E. curriculum. We promote equal, safe, enjoyable relationships which will be taught with respect to the children's individual ability, special educational need, gender, readiness and cultural backgrounds. The children's age and stage will be taken into account when discussing topics in relationships education. Teaching may be adjusted to ensure that all can fully access relationships education provision. Teachers will use the

long term plan to inform their planning but may choose different resources or activities to those suggested to meet the needs of the pupils.

Please note you cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

However, if your child has SEND or other personal circumstances and you have concerns, you can contact a member of staff in school and we will discuss this with you.

At Swinton Fitzwilliam we do not teach sex education that goes beyond the statutory elements of the science curriculum. For instance we aim to 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. We also teach children the correct terminology for their body parts.

When we are teaching more sensitive areas of the curriculum which may prompt further discussions and questioning from children at home e.g. the changing adolescent body or safety issues such as grooming we will notify parents in advance so that you can fully prepare your responses.

For more information understanding Relationships Education in primary school please refer to this [DfE Guide for parents](#).