

# PINNER WOOD SCHOOL



## Relationships, Reproduction and Health Education Policy

**Approval Authority**

**Effective From:** September 2023

**Date Ratified by GB:**

**Next Review Date:** September 2024

**Signed by Chair of GB:**

# **Pinner Wood School Policy for Relationships, Reproduction and Health Education**

***‘Learning as we grow, Growing as we learn!’***

**At Pinner Wood we are committed to providing our children with a high quality education through which every child has the opportunity to dream big and achieve to the very best of their ability.**

**Our staff have high expectations of all children regarding their academic, social, emotional and spiritual development reflected in our mission: ‘Growing as we learn, learning as we grow’**



**Our School is based on a set of clear and explicitly taught values:**

**Choose Kind  
Heart of our Community  
Enjoy Learning  
Dream Big  
Step up  
Strength through positivity**

## **Introduction**

The teaching of Relationships, Reproduction and Health Education (RRHE) at Pinner Wood School, using an integrated and consistent approach, is an important aspect of pupils' education. RRHE includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood – body health and management. We believe that the teaching of RRHE should be shared with parents and be mutually supportive and complementary to what is taught in the family context. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support children need to grow and develop.

In this document, RRHE relates to 'learning about physical, moral and emotional development' as stated in the Science National Curriculum. It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the value of tolerance. We do not use RRHE as a means of promoting any form of sexual orientation.

The policy has been developed to ensure that staff and parents or carers, are clear about the statutory requirements regarding RRHE and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

Every child is entitled to receive RRHE. It is our intention that all children have the opportunity to experience a programme of RRHE at a level which is appropriate for their age and physical development with differentiated provision if required.

RRHE helps pupils to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **Statutory requirements**

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RRHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Pinner Wood we teach RRHE as set out in this policy

## **Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RRHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **What we teach:**

At Pinner Wood School, RRHE is embedded in the PSHE curriculum and is taught via the Jigsaw units in the Summer Term. The teaching of RRHE begins in the Foundation Stage, where it is based on animal families and naming parts of the body, and continues through to Year Six, where an understanding of puberty, pregnancy and birth is developed. Teaching is based on the assessed knowledge of each class to ensure a match of teaching to the maturity of the children involved. RRHE is taught by the child's class teacher.

## **Delivery of RRHE**

RRHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RRHE are taught within the science curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

## **DEFINITION**

- RRHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RRHE involves a combination of sharing information, and exploring issues and values.
- RRHE is not about the promotion of sexual activity.

## **CURRICULUM**

The curriculum has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate and sensitive manner.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

**Being Me In My World** – includes understanding my place in the class, school and global community as well as devising learning charters.

**Celebrating Differences** – includes anti bullying (cyber and homophobic and transphobic bullying) diversity work.

**Dreams and Goals** – includes goal setting, aspirations for you, RRHE and the world working together.

**Healthy Me** – includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices

**Relationships** - Includes understanding friendship, family and other relationships, conflict resolution and communication skills.

**Changing Me** - This unit includes reproduction, relationships and health education in the context of coping positively with change. (Includes age-appropriate reproduction education.)

- Families and people who care for me
- Caring friendships
- NSPCC PANTS/My Body My Rules Learning
- Relationships,
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, Lesbian, Gay Bi-Sexual and Transgender (LGBT) parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Topics pupils should know at the end of their Primary School Education are listed in Appendix 1 of this policy.

## **ROLES AND RESPONSIBILITIES**

**The Governing Board** - will approve the RRHE policy, and hold the Headteacher to account for the implementation of this policy.

**The Headteacher** - is responsible for ensuring that RRHE is taught consistently across the school and for managing requests to withdraw pupils from [non-statutory/non-science] components of RRHE.

**Staff - are responsible for:**

- Delivering RRHE in a sensitive way.
- Modelling positive attitudes to RRHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RRHE.

Staff do not have the right to opt out of teaching RRHE. Staff who have concerns about teaching RRHE are encouraged to discuss this with the Headteacher. All RRHE lessons are taught with training or alongside the PSHE Lead or a member of SLT.

Pupils - are expected to engage fully in RRHE and when discussing issues related to RRHE, treat others with respect and sensitivity.

## **PARENTS' RIGHT TO WITHDRAW**

- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the non-statutory/non-science components of reproduction education within RRHE.
- Children do not have the right to withdraw themselves from the non-science components of reproduction education within RRHE.
- Requests for withdrawal should be put in writing by the parent or carer and addressed to the Headteacher.
- The PSHE Leader will meet with the parents of a pupil who wish to withdraw their child from the lessons to share the resources from the lesson and dispel worries where possible.
- Alternative work will be given to pupils who are withdrawn from reproduction education by the parents/carers.

## **LESSONS INCLUDING REPRODUCTION EDUCATION FROM WHICH PARENTS ARE PERMITTED TO WITHDRAW THEIR CHILDREN**

### **Year 4**

Changing Me – Lesson 2

### **Year 5**

Changing Me – Lesson 4

### **Year 6**

Changing Me – Lesson 3

## **TRAINING**

Staff are trained on the delivery of RRHE as part of their induction and it is included in our continuing professional development calendar.

## **MONITORING ARRANGEMENTS**

The delivery of RRHE is monitored by the PSHE Leader through:

- planning scrutinies
- book looks
- learning walks
- pupil discussions

Pupils' development in RRHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the school annually. At every review, the policy will be reviewed and ratified by the Curriculum, Children and Achievement Committee of the Governing Board.

## **6. Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy
- Anti-racist Policy
- Inclusion (SEN) Policy
- Gifted and Talented Policy
- Radicalisation guidance
- FGM guidance.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
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<p>Families and people who care about me</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<p>Caring friendships</p>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
<p>Respectful relationships</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>