

Milton Abbot School



Relationships and Health Education Policy

Governors Committee: Teaching and Learning Committee

Review Required: Every three years (2023) or as required in line with updates

Current Policy: April 2020 (from 2019 Government Guidance)

REVIEW NOTES

Date of review:	Notes:
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Policy: April 2020

Background context: This policy is based on the needs of our children and the principles, made statutory from September 2020, detailed in **Relationships Education [Primary], Relationships and Sex Education (RSE) [Secondary] and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)**. We begin this policy with the inclusion of the key elements from this central document.

Secretary of State Foreword

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.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. Whilst we are not mandating content on financial education or careers, we want to support the high quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes.

The Parent Governor working party are tasked with collecting 'parent voice' views and suggestions across the different year groups of school following the introduction of the Relationships and Health Education as a compulsory subject from January 2021. These Parent Governors can be contacted via the Clerk to the Governors on: clerk.miltonabbot@gmail.com

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

DFE legislative summary

This is the summary from statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – further details are in Annex A of that document.

Schools must have regard to the guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching **Relationships Education**, Relationships and Sex Education (RSE) and Health Education. This statutory guidance applies to all schools, including:

- governing bodies of maintained schools;
- teachers, other school staff and school nurses;
- head teachers, principals and senior leadership teams;
- for reference for relevant local authority staff.

Guidance on Health Education does not apply to independent schools, which must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. However, they may find the sections on Health Education helpful. It does, however, apply to academies and free schools.

This guidance replaces the Sex and Relationship Education guidance (2000). This guidance will be reviewed three years from first required teaching (September 2020) and every three years after that point.

The guidance should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

The duties on schools in this area are set out in legislation. 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, make **Relationships Education compulsory for all pupils receiving primary education** and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. **They also make Health Education compulsory in all schools except independent schools.** DfE guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that Headteachers should follow in considering a request from a parent. **Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.**

Our Relationship and Health Education Policy - introduction

We firmly believe that an understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

All Primary Schools must have in place a written policy, such as this, for ‘Relationships Education’, which is required teaching from September 2020. We have combined these two areas to name our policy ‘Relationships and Health Education.’ Schools must consult parents in developing and reviewing their policy, which is led by Parent Governors; we seek to ensure our policy meets the needs of pupils and parents and reflects the community we serve. Adhering to the principles of the DfE’s statutory guidance (see above), at Milton Abbot School we know that education plays an important part in preparing pupils to embrace the challenges of creating a happy and successful adult life. We know pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils will 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. Maintained schools are required to provide a curriculum, which is broad and balanced in accordance with Section 78 of the Education Act 2002 and so we wish to educate our pupils to:

- develop resilience
- to know how and when to ask for help
- to know where to access support.
- to prepare them for the responsibilities and experiences of life in British society

Core Values: At Milton Abbot School, we will seek to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or within lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations. We will work openly with secondary colleagues to help ensure a smooth transition between primary and secondary phases.

Curriculum Design and Delivery: ‘Teaching the fundamental building blocks’: We will deliver ‘Relationships and Health Education’ as part of our timetable on a half-termly basis, alternating with Religious Education (RE). It will be known as Relationships and Health Education or abbreviated to RHE at times, but always ensuring pupils know what these initials stand for. It is important to us that class teachers lead all learning when it comes to Relationships and Health Education because in the school environment, they know the children best.

We also deliver ongoing messages throughout the school day regarding the different ways to build and maintain positive relationships. This culture is also led by the Headteacher through regular assemblies that promote different ways to build mutually respectful relations with others and how to maintain personal boundaries and good levels of health, both mental and physical.

Health Education requirements are also compulsory and will also be taught as distinct lessons in accordance with the curriculum overview. The key headings will be taught in lessons but will be referred to throughout the academic year as appropriate to the child’s age and year group.

Overview of subject content for Relationships Education

	By the end of the Primary Phase pupils should know:
<u>Families and people who care for me</u>	<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 or unsafe, and how to seek help or advice from others if needed <p><i>Note from DfE: Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</i></p>
<u>Caring friendships</u>	<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
<u>Respectful relationships</u>	<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 <u>permission-seeking and giving in relationships with friends, peers and adults</u>
<u>Online relationships</u>	<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

<u>Being safe</u>	<ul style="list-style-type: none"> • 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 (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, for example family, school or other sources
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Overview of National Curriculum statutory subject content for Ks 1 & 2 linked to ‘Relationship and Health Education.’

We will design our curriculum to ensure that Relationships and Health Education complement existing national curriculum subjects and whole school approaches to wellbeing and health. For example, health education will complement what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives.

<u>Science</u>	<p>At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty, listed as follows:</p> <ul style="list-style-type: none"> • describe the life process of reproduction in some plants and animals (Year 5). • describe the changes as humans develop to old age (Year 5). • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Year 6)
<u>Computing</u>	<p>The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support..</p>
<u>PE</u>	<p>The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives</p>

Overview of subject content for Health Education (physical and mental)

Health Education (Physical Health and Mental Wellbeing): The focus for Health Education at the Primary School Phase is on teaching the characteristics of good physical health and mental wellbeing. We want our children to be clear that mental wellbeing is a normal part of daily life, in the same way as physical health, which starts with pupils being taught about the benefits and importance of **daily exercise, good nutrition and sufficient sleep**. We then give pupils the language and knowledge to understand the normal range of emotions that everyone experiences, so that they **learn to articulate how they are feeling**, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors, and the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils will be taught why social media, computer games and online gaming have age restrictions and they will be equipped to manage common difficulties encountered online. Our firm foundation in the benefits and characteristics of good health and wellbeing will **enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing**.

Core areas	By the end of the Primary Phase pupils should know:
<u>Mental wellbeing</u>	<ul style="list-style-type: none"> • 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 importance of rest, 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 be resolved if the right support is made available, especially if accessed early enough.
<u>Internet safety and harms</u>	<ul style="list-style-type: none"> • 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 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.

<u>Physical health and fitness</u>	<ul style="list-style-type: none"> • 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.
<u>Healthy eating</u>	<ul style="list-style-type: none"> • 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).
<u>Drugs, alcohol and tobacco</u>	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
<u>Health and prevention</u>	<ul style="list-style-type: none"> • 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.
<u>Basic first aid</u>	<ul style="list-style-type: none"> • 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.
<u>Changing adolescent body</u>	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Pupil Questions: Primary-age pupils will often ask their teachers questions which may go beyond what is set out for Relationships Education. [At Milton Abbot School, we seek to answer questions sensitively and in an age-appropriate manner at the time of asking](#), with the thinking behind this supported by the DfE: “Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.” However, some questions may require additional time to answer, rather than rushing to an answer, so as to give the required amount of thought to a question. Indeed, some questions may require an answer when the lesson has finished rather than in front of the whole class. School will communicate with home as appropriate when considering such questions, so family can support or be aware of possible concerns or questions their child is beginning to form. If a question should raise Safeguarding concerns, then the class teacher will follow the procedures in school as laid out in our Child Protection and Safeguarding Policy.

Teachers will have the opportunity to request support and training in answering. Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and be supported in doing so with training and opportunities to share.

Equality and Inclusion – Every Child Achieving: [High quality teaching that is differentiated and personalised](#) will be the starting point to ensure accessibility, as we seek to maintain the same high standards and the same high expectations of the quality of pupils’ work in **all** curriculum areas. A strong ‘Relationships and Health Education curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. [Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged and assessments are used to identify pupil progress and where pupils need extra support](#) or intervention, as we seek to deliver content that is

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accessible to all pupils. This has special resonance in terms of SEND pupils, who are recognised nationally as a vulnerable group when it comes to forming safe relationships. Indeed, we recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and that Relationships Education can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in our curriculum design and teaching. Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

As expected of all schools, when teaching these subjects, the religious background of all pupils will be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. We will ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. We are always mindful to make any reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice (0-25) when planning for Relationships and Health Education, such as "Preparing for adulthood" outcomes set out in section 7.38.

We will promote a positive culture based on mutual respect and tolerance, seeking in all our actions to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic.

We are determined to challenge notions of everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. Our pastoral and behaviour policies should support all pupils and the Governing Body has a key role in supervising and challenging Milton Abbot School Leaders upon this.

Parental involvement and the 'Right to Withdrawal': We believe that the role of parents, carers and guardians in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and we know that because they have the most significant influence in enabling their children to grow and mature and to form healthy relationships, good communication and opportunities to ask questions will help increase confidence in the curriculum.

We are committed to working closely with parents, carers and guardians when planning and delivering Relationships and Health Education. We will seek to ensure that parents know what will be taught and when - we will afford every opportunity to making clear the purpose and content of Relationships and Health Education. We have always sought to build a good relationship with parents on these subjects over time and will continue with the new legal framework to invite parents into school to discuss what will be taught, address any concerns and help support parents - reaching out to all parents and recognising that a range of approaches may be needed for doing so.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. The content set out in the DfE guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals (see overview). **Sex education is not compulsory in primary schools** and the content set out in this guidance therefore focuses on Relationships Education and covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

However, the DfE guidance states that it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a programme tailored to the age and the physical and emotional maturity of the pupils 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. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. We would adhere to this. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Monitoring and Reviewing this policy: This policy has been drafted by the School Leadership Team in close accordance to DfE statutory guidance (see above). It has then been the focus of a Parent Governor working party to evaluate, correct and agree upon before being published for the wider parent community.

The Governors are then tasked with an annual update of the policy, as required and in deference to any feedback received during the policy's first years of implementation. The Parent Governor working party are tasked with collecting 'parent voice' views and suggestions across the different year groups of school following the introduction of the Relationships and Health Education. These Parent Governors can be contacted via the Clerk to the Governors on: clerk.miltonabbot@gmail.com

However, a formal review should take place every third year to ensure our intent and implementation is effective for our pupils, although Milton Abbot is committed to reviewing on an annual basis for the first three years. Any review will reflect the views of pupils, parents and teachers, ensuring that it meets the needs of all pupils, regardless of background context or need, whether academic, emotional or physical.

Governors will need to ensure that, as well as fulfilling their legal obligations, they should also ensure:

- all pupils make progress in achieving the expected educational outcomes and the quality of provision is subject to regular and effective self-evaluation, accountable through the Quality of Learning Committee
- the subjects are well led, effectively managed and well planned, as monitored by the School Leadership team and reported to the Quality of Learning Committee
- teaching is delivered in ways that are accessible to all pupils with SEND (Inclusion Link Governor)
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Monitoring the quality of the planning and implementation of this policy will be in line with all other subjects at school. There will be a 'deep dive' process once a year to ensure the highest standards of delivery and engagement are in place. We will evaluate against the principles and intent specified in this policy and according to the needs of each class cohort. Feedback will be given to individual teachers and a whole school list of strengths and next steps will be formed. The outcomes of the 'deep dive' will be reported back to the Governors 'Quality of Learning' committee, to ensure the priorities in the above list are met and the school leadership are held accountable for ongoing improvements. This is also in line with all other areas and subjects of the curriculum.

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Resources: There are a lot of excellent resources available, free-of-charge, which schools can draw upon when delivering Relationships and Health Education. Our intention is to review our provision over the summer term and invest ready for September 2020.

We continuously assess each resource that we plan to use to ensure that it is appropriate for the age and maturity of pupils, and sensitive to their needs. We then seek to ensure that we provide examples of the resources we plan to use with parents via our school website or in person during an information evening as this can be reassuring for parents and enables them to continue the conversations started in class at home.

Safeguarding, reports of abuse and confidentiality: At the heart of Relationships and Health education is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSiE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. We know that good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer. KCSiE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff at Milton Abbot School know how to manage any Safeguarding concerns, as per our Child Protection and Safeguarding Policy.

Accountability Key aspects of Relationships Education, RSE and Health Education are in scope for Ofsted inspection; for example, through inspectors' consideration of pupils' personal development, behaviour and welfare; and pupils' spiritual, moral, social and cultural development.

Relationships and Health Education Overview during the Primary Phase

Policy statement: We firmly believe that an understanding for all pupils of healthy relationships, acceptable behaviour and the right for everyone to receive equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults (see our Relationships Education Policy, 2019).

Core Values: At Milton Abbot School, we will seek to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations. We will work openly with secondary colleagues to help ensure a smooth transition between primary and secondary phases.

Overview rationale: We know that good relationships education is taking place in school all the time – in the classroom, on the playground, in the dinner hall, coming off the bus, etc. We know that good teachers respond, model and teach healthy relationship building all the time and our teaching team is expected to take the time to explore issues raised to help develop strong personal skills and positive attitudes in our pupils. We expect mutual respect between everyone who shares our school. So, this overview presents the planned opportunities to explicitly teach, revisit and explore key objectives to help pupils develop such relationships as they move through the Primary Phase. Other schemes in school support this learning, such as our ‘Magic Minds’ for developing healthy minds and bodies; Daily Physical Activity (DPA) focuses on the importance of exercise and teamwork; ‘Cyber Simon’ is the lead character designed to teach children the importance of staying safe online and where to seek advice if anything worries them on an ongoing basis. Year groups cover most themes at the same time so we can lead share assemblies and classes can work together when appropriate and effective to do so.

Overview of main themes: September 2020 onwards. The overview has been designed to ensure knowledge and skills progress during the year, as well as year on year. This will ensure that all the Relationship Education expectations are met by the end of the Primary Phase.

Milton Abbot School - Overview

Relationships and Health Education

Year group	Autumn	Spring	Summer	
1 2 3 4	Families and people who care for me Caring friendships Online relationships & internet safety Mental Wellbeing	Respectful relationships Being safe	Healthy Eating Health and prevention Basic First Aid	
5			Year 5	Healthy Eating Health and prevention Basic First Aid + Mental wellbeing: isolation and impact of bullying (whilst Y6 explore below)
6			Year 6: age-appropriate	Healthy Eating Health and prevention Basic First Aid Drugs, alcohol and tobacco Changing adolescent body

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Y e a r 1	Autumn	Families and people who care for me: <ul style="list-style-type: none"> Learn that families are important for children growing up because they can give love, security and stability Know the importance of spending time together and sharing each other's lives 	Caring friendships: <ul style="list-style-type: none"> Know how important friendships are in making us feel happy and secure, and how people choose and make friends Explain that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired 	Online relationships: <ul style="list-style-type: none"> To explore the online world in a caring environment, linking to the analogy of the beach: a great place to explore but there are hidden dangers we must be aware of. 	Mental wellbeing: <ul style="list-style-type: none"> Learn 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.
	Spring	Respectful relationships <ul style="list-style-type: none"> Explore 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 Know and apply the conventions of courtesy and manners 	Being safe: <ul style="list-style-type: none"> Begin to learn how to ask for advice or help for themselves or others, and to keep trying until they are heard To be aware that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (NSPCC scheme) 		
	Summer	Healthy eating: <ul style="list-style-type: none"> Begin to learn what constitutes a healthy diet. 	Health and prevention: <ul style="list-style-type: none"> Learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	Basic First Aid: <ul style="list-style-type: none"> Know how to make a clear and efficient call to emergency services if necessary. Begin to grasp concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	
'Expression Progression' (tier 2 vocabulary)					

Y e a r 2	Autumn	Families and people who care for me: <ul style="list-style-type: none"> the characteristics of healthy family life, commitment to each other, including in times of difficulty, 	Caring friendships: <ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties Revisit: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired 	Online relationships/internet safety: <ul style="list-style-type: none"> Explain that people sometimes behave differently online, including by pretending to be someone they are not Know that for most people the internet is an integral part of life and has many benefits 	Mental wellbeing: <ul style="list-style-type: none"> Continue to learn that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.
	Spring	Respectful relationships <ul style="list-style-type: none"> Learn practical steps they can take in a range of different contexts to improve or support respectful relationships Know about different types of bullying: developing a clear definition and knowing what isn't bullying. 	Being safe: <ul style="list-style-type: none"> Continue to learn how to ask for advice or help for themselves or others, and to keep trying until they are heard. To be aware that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (NSPCC scheme) 		
	Summer	Healthy eating: <ul style="list-style-type: none"> Continue to explore what constitutes a healthy diet (including understanding calories and other nutritional content). 	Health and prevention: <ul style="list-style-type: none"> Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	Basic First Aid: <ul style="list-style-type: none"> Know how to make a clear and efficient call to emergency services if necessary. Revisit concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	
	'Expression Progression' (tier 2 vocabulary)				

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Y e a r 3	Autumn	Families and people who care for me: <ul style="list-style-type: none"> ● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed ● revisit 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 	Caring friendships: <ul style="list-style-type: none"> ● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 	Online relationships/internet safety: <ul style="list-style-type: none"> ● Learn 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 ● Know 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. 	Mental wellbeing: <ul style="list-style-type: none"> ● Learn that mental wellbeing is a normal part of daily life, in the same way as physical health. ● Learn the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
	Spring	Respectful relationships <ul style="list-style-type: none"> ● the importance of self-respect and how this links to their own happiness ● 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 	Being safe: <ul style="list-style-type: none"> ● Explore what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● Knowing how to ask for advice or help for themselves or others, and to keep trying until they are heard 		
	Summer	Healthy eating: <ul style="list-style-type: none"> ● Begin to know the principles of planning and preparing a range of healthy meals. 	Health and prevention: <ul style="list-style-type: none"> ● Embed facts about personal hygiene and the facts and science relating to allergies, immunisation and vaccination. 	Basic First Aid: <ul style="list-style-type: none"> ● Know how to make a clear and efficient call to emergency services if necessary. Know the dangers of 'prank calls'. ● Widen concepts of basic first-aid, for example dealing with common and less common injuries, including head injuries. 	
	'Expression Progression' (tier 2 vocabulary)		Hygiene; immunisation; vaccination;		

Y e a r 4	Autumn	Families and people who care for me: <ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong Revisit: 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: <ul style="list-style-type: none"> 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 	Online relationships/internet safety: <ul style="list-style-type: none"> Know 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. 	Mental wellbeing: <ul style="list-style-type: none"> Learn to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Learn to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
	Spring	Respectful relationships <ul style="list-style-type: none"> 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 Revisit different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. How can you be an anti-bullying crusader? 	Being safe: <ul style="list-style-type: none"> Learn 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 		
	Summer	Healthy eating: <ul style="list-style-type: none"> Embed the principles of planning and preparing a range of healthy meals. Debate a healthy diet – e.g., should we avoid sugary food? 	Health and prevention: <ul style="list-style-type: none"> Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 	Basic First Aid: <ul style="list-style-type: none"> Know how to make a clear and efficient call to emergency services if necessary. Revisit the dangers of 'prank calls'. Widen concepts of basic first-aid, for example dealing with common and less common injuries, including head injuries. 	
	'Expression Progression' (tier 2 vocabulary)	Legally;			

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Year 5	Autumn	Families and people who care for me: <ul style="list-style-type: none"> 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 Revisit: 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: <ul style="list-style-type: none"> Explore how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable 	Online relationships/internet safety: <ul style="list-style-type: none"> Develop ways to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met Explore why social media, some computer games and online gaming, for example, are age restricted. Know 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. 	Mental wellbeing: <ul style="list-style-type: none"> Embed simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
	Spring	Respectful relationships <ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. Revisit key message of anti-bullying. Make a leaflet supporting anti-bullying crusade. 	Being safe: <ul style="list-style-type: none"> Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know 		
	Summer	Healthy eating: <ul style="list-style-type: none"> Begin to know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay). 	Health and prevention: <ul style="list-style-type: none"> Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	Basic First Aid: <ul style="list-style-type: none"> Know how to make a clear and efficient call to emergency services if necessary. Know the dangers of 'prank calls'. Deepen concepts of basic first-aid, for example dealing with common and less common injuries, including head injuries. 	Mental wellbeing: <ul style="list-style-type: none"> Explore how isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
	'Expression Progression' (tier 2 vocabulary)				

Y e a r 6	Autumn	Families and people who care for me: <ul style="list-style-type: none"> 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 Revisit: 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: <ul style="list-style-type: none"> Revisit how to judge when a friendship is making them feel unhappy or uncomfortable. Explore how to manage conflict, how to manage these situations and how to seek help or advice from others, if needed 	Online relationships/internet safety: <ul style="list-style-type: none"> how information and data is shared and used online Explore how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Know where and how to report concerns and get support with issues online. 	Mental wellbeing: <ul style="list-style-type: none"> Know 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). Know that 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.
	Spring	Respectful relationships <ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults Revisit: anti-bullying messages. Have you ever bullied? Explore feelings. 	Being safe: <ul style="list-style-type: none"> Know how to report concerns or abuse, and the vocabulary and confidence needed to do so; know where to get advice, for example family, school or other sources Know how to recognise and report feelings of being unsafe or feeling bad about any adult Know how to ask for advice or help for themselves or others, and to keep trying until they are heard 		
	Summer	Healthy eating: <ul style="list-style-type: none"> Revisit the characteristics of a poor diet and risks associated with other unhealthy behaviours (e.g. the impact of alcohol on diet or health). 	Changing Adolescent Body : <ul style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Key facts about menstrual wellbeing including the key facts about the menstrual cycle 	Basic First Aid: <ul style="list-style-type: none"> Know how to make a clear and efficient call to emergency services if necessary. Know the dangers of 'prank calls'. Assess concepts of basic first-aid, for example dealing with common and less common injuries, including head injuries. Explore first aid on a bike ride – in situ if possible. 	Drugs alcohol & tobacco <ul style="list-style-type: none"> Learn key age-appropriate facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
	'Expression Progression' (tier 2 vocabulary)				

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