

Kings Road CPS



Relationships Education and Health Education Policy

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Excellence, in every area without compromise

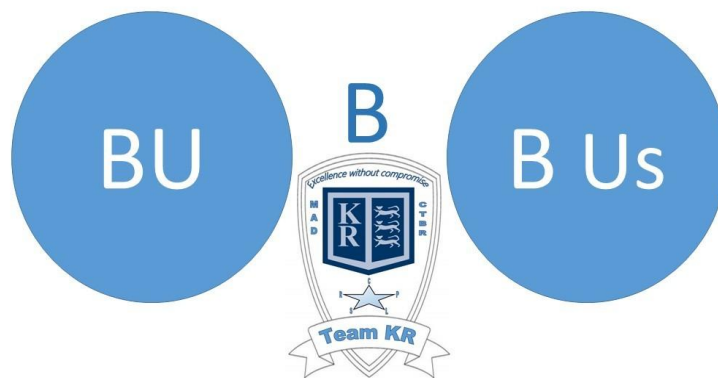
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Overview

Kings Road is a school that holds the values of equality, respect for all and diversity central to its aspirations for all members of the school. We believe that each individual is unique and wonderful; we desire each unique and wonderful member of the school to bring their individuality to our school in order to help us to be the best that we can be.

BuBu

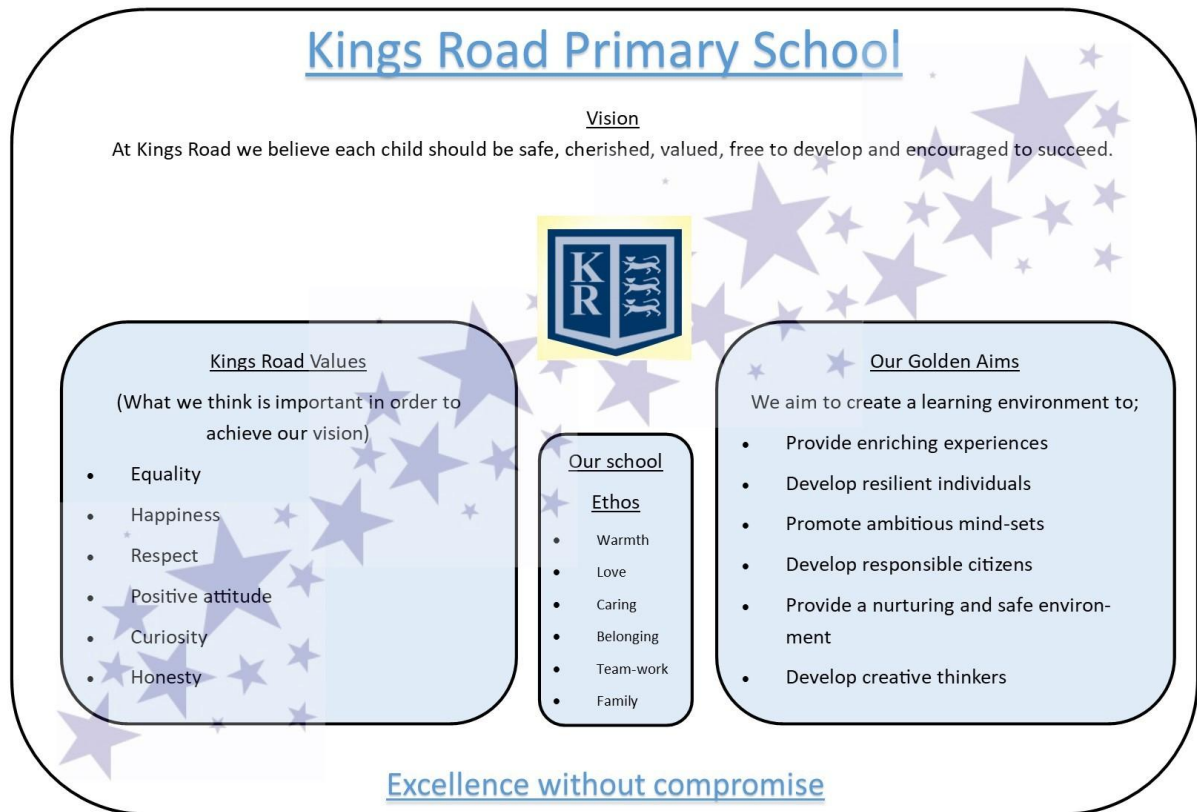


Bubu, stands for

Be You

Be Us

Bubu defines the school's desire for excellent team work though the culmination of individuality and shared values.



Aims

Provide a framework in which sensitive discussions can take place

Prepare pupils for puberty, and give them an understanding of physical development and the importance of health and hygiene

Help pupils develop feelings of self-respect, confidence and empathy

Create a positive culture around inclusion and diversity

Teach pupils the correct vocabulary to describe themselves and their bodies

Relationships Education

Overview

Here's what all pupils should know in Relationships Education by the end of primary school. These are the expectations set by the Department for Education.

Families and people who care for me

- ☞ That families are important for children growing up safe and happy because they can provide love, security and stability.
- ☞ The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up.

- That marriage and civil partnerships represent 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.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications 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 contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying

Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).

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](#). Kings Road teaches the statutory Relationships Education content as required by the DfE.

Biological aspects required by the statutory science curriculum (e.g., basic human body parts and life cycles) will be taught as part of science. The school does not teach sex education beyond the elements required by the science National Curriculum.

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

At Kings Road we teach Relationships Education as set out in this policy.

Definition

Relationship Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, respect of others and self, healthy lifestyles, diversity and personal identity.

Relationship Education involves a combination of sharing information, and exploring issues and values.

Relationship Education is not about the promotion of sexual activity.

Curriculum

Our curriculum is available on the school website. We use the 'Jigsaw' approach to setting our learning.

We have developed the curriculum 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 manner so they are fully informed and don't seek answers online.

The curriculum is online and available on request from the Office. Additionally, the PHSE co-ordinator and/or headteacher are willing to discuss the curriculum with parents when an appointment has been made.

Delivery of Relationships Education

Relationship Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationship Education are taught within the science curriculum, and other aspects are included in religious education (RE).

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

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, 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).

[Pupils with Special Educational Needs and Disabilities \(SEND\)](#)

At Kings Road Primary School, we are committed to ensuring that Relationships Education is accessible to all pupils, regardless of their specific learning needs or disabilities. In line with the Department for Education's statutory guidance and the SEND Code of Practice: 0 to 25 years, teaching and learning resources are adapted, differentiated, and carefully sequenced to match the

maturity, developmental stage, and cognitive understanding of each child. Recognising that pupils with SEND—particularly those with social, emotional, and mental health needs or learning disabilities—can be more vulnerable to peer pressure, bullying, exploitation, and unsafe behaviours, our curriculum provides targeted support to help them understand personal boundaries, safety, and healthy relationships

Staff work closely with the Special Educational Needs Coordinator (SENCO), parents, and external specialists where appropriate to utilize tailored visual aids, concrete learning tools, and individualized strategies, ensuring every child gains the knowledge and skills necessary to keep themselves safe and prepare for adulthood.

Roles and responsibilities

The governing board

The governing board will approve the Relationships Education policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from components of Relationship Education (see section 8).

Staff

Staff are responsible for:

-  Delivering Relationship Education in a sensitive way
-  Modelling positive attitudes to Relationship Education
-  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 Relationship Education

Staff do not have the right to opt out of teaching Relationship Education. Staff who have concerns about teaching Relationship Education are encouraged to discuss this with the headteacher.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within Relationship Education. However, at Kings Road this will be unlikely as we have opted to only deliver the statutory components of the curriculum.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Health Education

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.

Overview

Here's what all pupils should know in Health Education by the end of primary school. These are the expectations set by the Department for Education.

General wellbeing

-  The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
-  The importance of promoting general wellbeing and physical health.
-  The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
-  How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
-  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
-  That isolation and loneliness can affect children, and the benefits of seeking support.
-  That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
-  That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
-  Where and how to seek support (including recognising the triggers for seeking support), including who 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).
-  That it is common to experience mental health problems, and early support can help.

Wellbeing online

-  That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
-  Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
-  The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
-  Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
-  The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
-  How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
-  That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups 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 scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils

Personal safety

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Safeguarding Links

All staff must follow the school's Safeguarding and Child Protection Policy when concerns arise during Relationships Education. If a pupil makes a disclosure or reveals information suggesting they are at risk, staff must immediately follow safeguarding procedures, inform the Designated Safeguarding Lead (DSL) and record the concern using the school's standard processes. This policy should be read alongside the Safeguarding Policy.

Monitoring arrangements

The delivery of Relationship Education is monitored by The SLT and the PHSE Co-ordinator in line with the schools existing monitoring processes (learning walks, book scrutiny, lesson observations and pupil perception interviews)

Appendix A: Request to Withdraw from non-statutory Sex Education lessons

[Your Name]
[Your Address]
[Your Phone Number / Email]
[Date]

To the Headteacher,
Kings Road Primary School

RE: Request to withdraw [Child's Full Name] from non-statutory sex education lessons

Dear Mr Morgan

I am writing as the parent/carer of **[Child's Full Name]**, who is currently in class **[Class/Year Group]**.

I have reviewed the school's Relationships and Sex Education (RSE) policy and the upcoming curriculum details. I am writing to formally request that my child be withdrawn from the upcoming non-statutory sex education lessons covering **[specify the exact topic or sessions, e.g., human reproduction and conception]** scheduled for **[date or term, if known]**.

I understand that I do not have the right to withdraw my child from statutory Relationships Education, Health Education, or the National Curriculum Science syllabus. My request applies strictly to the non-statutory sex education components outside of those areas.

Please let me know the alternative learning arrangements that will be provided for my child during these specific sessions.

Thank you for your time and assistance.

Yours sincerely,

[Your Printed Name]
[Your Signature]