



**Brodetsky Primary School
Governing Body Documents**

Brodetsky Primary School Policies

Policy Name: Health, Wellbeing & Relationships Education Policy

Date: May 2021

Review Date: From Sept 2023

Committee Responsible: Pupil Support & LK

For website publication: Yes

Morals and Values

To embrace the challenges of creating a happy and successful adult life, children need the knowledge and confidence that will enable them to make informed decisions about their wellbeing in health and relationships, in order to build their self-efficacy. Health and Relationships Education should always be dealt with sensitively, with consideration being given to our Jewish religious belief and cultural values. Children will be taught to consider the importance of respect for themselves, as well as the acceptance of and responsibility towards the needs and views of others. At Brodetsky, we want our children to become independent and resilient individuals who know how and when to ask for help, and to know where to access support.

Principles and Aims

We believe that Relationships Education is an integral part of the lifelong process, beginning in early childhood and continuing into adult life. The aim of teaching children about physical health and mental wellbeing is to give them the information that they need, so that they can make good decisions about their own bodies and their relationships.

The teaching of Relationships Education will focus on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults and the process of human reproduction. 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 is intended that Relationships Education will lead to the understanding and attitudes which will prepare children to view themselves and their relationships in a positive manner. This aspect of the curriculum is an important part of a child's preparation for adult life. It is also important because many of the children will enter puberty before the end of Key Stage 2. It is helpful, therefore, that children learn about the changes and stages their bodies will go through from an early age and look at the effects this may have on their emotions and relationships. Children often require reassurance that these changes, physical, emotional and maturational are normal and acceptable.

We aim to:

- Develop positive values, a moral framework and self-esteem that will guide children's decisions, judgements and behavior now and in the future.
- Encourage exploration of thoughts, feelings and actions through personal relationships and the development of communication and decision-making skills
- Help children understand that they are responsible for their body in all respects: health, hygiene and personal safety.
- Enable children to make and sustain relationships, and to understand the value of positive relationships.
- Prepare children to cope with the physical and emotional changes of growing up and provide information which aims to educate against prejudice and stereotyping.
- Provide children with the language and confidence to experience meaningful discussions about relationships and feelings.
- Ensure that Relationships Education is inclusive of all pupils and cultures. It will be based on the knowledge of, and sensitivity toward the individual as well as group need, of the pupils (i.e. of maturity, SEN etc.)
- Contribute to children's emotional health and wellbeing and, in particular to children's ability to protect themselves and to understand their rights as human beings.
- Help keep children safe, including in the on-line world, from unwanted attention, exploitation and abuse and to ensure that they know whom they can go to for help, and to provide them with the skills to ask for help.
- Stress the value of marriage and values family life in a Jewish context, whilst exercising sensitivity to diversity and recognising the range of a variety of family contexts within and beyond the school.

Parent Consultation

At Brodetsky Primary we value the role of parents/carers in the development of their children's understanding about relationships. Parents/carers are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We will actively invite parental views and feedback in order to inform the planning, delivery and review of our Relationships Education and to address any concerns and help support parents in managing conversations with their children.

Parents/carers do not have the right to withdraw their children from statutory Relationships or Health Education or what is taught as part of the Science curriculum. Parents/carers will be informed about curriculum coverage and can discuss any concerns with teachers at the earliest opportunity.

Parents/carers have the right to withdraw from non-statutory sex education in Year 6. If you would like to discuss this for your child please contact the PSHCE lead: lsimons@brodetsky.org

Statutory Frameworks & Links to other Policies

This Policy is produced in line with relevant statutory guidance and legislation including, but not limited to the following:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)
- <https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201-5%29%2C%20Jan%202020.pdf>
- <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1-programme-of-study---years-1-and-2>
- <https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum>
- Equality Act 2010
- Education Acts 1996 & 2002
- SEND Code of Practice 2015
- All statutory Safeguarding Policies & Practices
- Children & Social Work Act 2017

Links to other Policies:

- Behaviour
- Equalities
- Safeguarding & Child Protection
- SEND & Inclusion
- PSHCE

The Steering Group who worked on this policy included members of the Headship and Senior Leadership Team, School Chaplain and School Governors in full consultation with parents/carers.

Curriculum Delivery & Training

All aspects of our Health, Wellbeing and Relationships Education will be delivered in an age appropriate and sensitive manner as part of our PSHCE Curriculum and will be delivered predominantly by Teaching staff in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groupings; this will be decided by the class teacher after discussion with the subject lead. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school and external agencies may be invited to contribute to the delivery of lessons in school e.g. a nurse, doctor, dentist. All visitors will be familiar with and understand the school's Health, Wellbeing & Relationships Education Policy and be expected to work within it.

Brodetsky Primary School recognises the importance of training to enable our staff to deliver effective Relationships Education. The PSHCE Lead will access training to support staff with the teaching and use of appropriate resources.

We are aware that children will often ask their teachers questions pertaining to sex or sexuality which go beyond what is set out in our Relationships Education Policy. Questions will be answered according to age and maturity of the children concerned. Questions do not have to be answered directly, and can be addressed individually later after consultation with parents if deemed appropriate.

Teachers will:

- Use specific ground rules for this work which will clarify boundaries for children and mitigate disclosures in class
- Clarify that personal questions should not be asked
- Clarify that children should not give personal information in class but speak to someone they trust after the lesson e.g. teacher, parents, carers etc

In some lessons an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics. In year 6 an anonymous Question Box will be used.

Teachers will endeavor to answer questions as openly as possible, but if faced with a question they do not feel comfortable answering within the classroom, or that is not age appropriate (or within the school's Relationships Education Policy), provision may be made to address the child's requirements or children may be signposted back to parents and carers. The school believes that teachers need to use their professional skills and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

We will also encourage parents to talk with the school if they have any questions or queries and if they would like advice on how to better support their child's learning outside of the classroom.

Confidentiality & Safeguarding

Keeping children safe is at the heart of Relationships Education and we understand our important role in preventative education. Relationships Education will take place in a secure and supportive environment; however, the children will be made aware that teachers cannot offer unconditional confidentiality. All staff involved in delivering and supporting Relationships Education should be alert to the signs of abuse, neglect and exploitation. Effective Relationships Education may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. For more details see our Safeguarding & Child Protection Policy.

Equality and Accessibility

The religious background of all children will be taken into account when planning teaching, so that topics are appropriately handled. Our teaching will reflect the law (including the Equality Act 2010) so that our children clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Under the provisions of the Equality Act 2010 and Protected Characteristics, all children will be taught Relationships Education which will promote an understanding of healthy relationships, acceptable behavior and equal rights to ensure that children treat each other well and go on to be respectful and kind adults.

We will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning teaching, ensuring that differentiated and personalised learning will be the starting point to ensure accessibility. The PSHE Association will be referred to for support with planning for children with SEND: <https://www.pshe-association.org.uk/system/files/PSHE%20education%20planning%20framework%20for%20pupils%20with%20SEND%20%28key%20stages%201-4%29%2C%20July%202020.pdf>

Brodetsky Primary will be alert to issues such as everyday sexism, misogyny, homophobia, biphobia, transphobia and gender stereotypes and we will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled in line with the Behaviour Policy.

Curriculum Overview:

Early Years long term overview

Area of learning	Aspect	Early learning goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several new actions.
	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going on the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none"> • Work and play co-operatively and take turns with each other. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

LONG TERM PLANNING OVERVIEW

Year 1	Awareness of feelings All about me Being different Money	Keeping well and clean My friendships The Environment	Keeping Safe My family Losing and finding Looking after myself
Year 2	Healthy people All about my feelings Money, shopping and saving	Keeping safe Making and breaking friendships Coping with conflict Special days	About my body Exploring our families Global food
Year 3	Emotions and feelings Peer influence/pressure Me and my community	Healthy Lifestyles Safe Relationships Where do things come from?	Drug Education - Smoking & Basic First Aid Keeping safe Different Families Aspirations Managing money
Year 4	Mental Health and Wellbeing Persuasion and pressure Media and Me	Healthy Lifestyles Friendships / Inclusion Local Community – shared responsibilities	Growing and Changing Drug Education - Alcohol and Decision making Types of relationships Aspirations Managing Money

Year 5	Mental Health and Wellbeing Personal Safety Self-Respect and Personal Goals Being Left Out Stereotypes and Diversity	Healthy lifestyles Friendships and Coping with Bullying Working together and aspirations Media literacy and digital resilience	Puberty Drug Education – Legal and Illegal Drugs Relationships What makes a Democracy? Money
Year 6	Healthy Lifestyles Drug Education – Drugs, risks and the Media Conflict resolution Celebration – supporting each other Protected Characteristics and Bullying	Moving on Mental Health and Online Safety Family Dynamics Democracy and decisions Media literacy and digital resilience	Puberty and Relationships Sex Education Relationships Money and Me Aspirations, work and career

The following resources will be used in our teaching:

- Torah well-being and me
- PAJES Parsha Curriculum
- You, Me and PSHCE (Leeds Scheme of Work)
- SEAL (Social & Emotional Aspects of Learning)
- Development Matters
- Twinkl
- Rising Stars

- Espresso
- BBC Active Sex & Relationships Education
- Public Health England

Statutory Relationships Education will include:

Families and people who care for me:

- 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.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, 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.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (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 e.g. family, school and/or other sources.

Statutory Physical health and Mental wellbeing Education will include:

Mental wellbeing

- 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.

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and 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.

Physical health and fitness

- 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.

Healthy eating

- 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)

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health 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 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.

Basic first aid

- 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.
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Changing adolescent body

- 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.

Sex education

As part of statutory health education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 5 onwards. As part of the science curriculum in Year 5, children learn about how reproduction occurs in some plants and animals. The DfE guidance (2019), also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe that children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

Children are taught in Year 6:

- about the links between puberty and reproduction
- about the different ways people might start a family
- about some of the basic facts about conception and pregnancy
- about how and when to use the Mikvah according to the Jewish laws of Niddah- Appendix 1

In each year group lessons will recap on the content of the previous years as a reminder and to allow children to 'catch up' if they were not present for the previous year's lesson. We believe that teaching this additional content will ensure that children are better prepared for transition to secondary school. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

Monitoring & Evaluation

Teachers will continually reflect on the effectiveness of our Health, Wellbeing & Relationships Education provision, and the PSHCE Lead will gather staff views and feedback regularly. This policy will be reviewed in light of any changes to statutory guidance, feedback from parents, carers, staff or children, and issues in the school or local area that may need addressing. The governing board is responsible for approving this policy.

APPENDIX 1:

A Brief Guide To The Mikveh: What It Is and What It Means By Rabbi Kleiman

A mikveh is a gathering of water that has come directly from “heaven”, whether in the form of natural seas or rivers, or a man-made pool containing collected rainwater, like the one based at the Etz Chaim Synagogue in Leeds.

The first place in the Torah where this word is used is on the second day of creation, when G-d drew back the waters and allowed the continents to emerge.

He then gave the sea, which was what was left, the name “mikveh mayim” – “the gathered waters”. The Torah refers to the sea in the plural, yamim, many seas, but the mikveh is in the singular, one gathering. A simple physical explanation to this is that all of the oceans are connected. However, we perceive them as separate, but really all the oceans are one and connected with land-masses dividing one part from another.

Water, in Judaism, represents the concept of connecting with infinity and recognising that the same life-force that came from the heavens at the beginning of creation continues to sustain us.

When a woman who is to be married goes to the mikveh before her wedding and continues to go as a wife, she is performing an act of immersing herself in the Divine to demonstrate that her physical and spiritual union with her husband is just as blessed and precious as connecting with G-d Himself. There are those who mistakenly think that the mikveh is a throwback to a time when it was the only form of bath to become physically clean. In order to dispel any misunderstanding that sometimes arises when speaking about the purpose of a mikveh, the person who immerses has to be totally physically clean before going into the water. The waters of the mikveh themselves are not a vehicle of physical cleansing. Quite the opposite! If a person is not physically clean when going to the mikveh, their immersion is invalid in Jewish Law. It's as though the person had not immersed at all.

The amount of water that must be contained in a mikveh is measured by a Jewish unit of measurement that specifies that there must be 40 units. This is because the number 40 symbolizes birth and rebirth in the Torah. Hence, the world was reborn in the 40 days and 40 nights after the flood of Noah, the Torah was given after Moses had been up Mount Sinai 40 days and nights etc.

Whenever the mikveh is used therefore, it conveys the message of rebirth, transformation and dedication to holiness. Therefore, although married women are obligated to use the mikveh, men also use it before the High Holy Days of Rosh Hashanah and Yom Kippur, to show how they wish to be transformed from their previous errant ways and to be reborn as spiritually pure. Very devout Jews go every Friday afternoon before the Sabbath to enter Shabbat in a heightened state of spirituality. Likewise, cutlery, crockery and other utensils upon which food will be dedicated to the service of G-d are also immersed in the mikveh to show that physical meals become elevated when they are the fulfilment of religious precepts involving blessings and mitzvot.