

## Policy for Relationships and Health Education

### Policy Formation and Consultation

The policy has been written in consultation with senior leaders, governors and parents of the school. It is embedded in a comprehensive PSHCEE programme but also links with Science, Computing and PE.

This policy should be read in conjunction with the school's policy for Safeguarding which details child protection procedures, the Policy for Equality, the Equality Act 2010, the policies for Science, Computing, and PE.

### Rationale

The Department for Education (DfE) are making Relationships Education and Health Education compulsory in all primary schools from September 2020. It is up to primary schools whether they teach the Relationships and Sex Education element. At William Austin Junior School we are choosing not to teach the Relationships and Sex Education part of the guidance so we reflect the community we serve.

In primary schools, the DfE 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.

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.

### Aims

The aim of the Relationships and Health Education policy is to clarify the content and the manner in which it is delivered in this school. Relationships and Health Education will follow the requirements of the new guidance and will be firmly rooted within the framework for Personal, Social, Health, Citizenship and Economic Education and other National Curriculum subjects such as computing, science and PE.

In our school the subject leaders for PSHCEE, science, computing and PE have mapped out the objectives for each year group to ensure that the content is covered across the key stage. Class and subject teachers will be responsible for teaching the objectives to the pupils in their classes.

Subject leaders and members of the senior leadership team will monitor learning and teaching, including pupil work. Pupils will be asked their opinion on the subject by their teachers and their feedback will help inform what we do.

The guidance from the DfE is very clear that parents **do not** have a right to withdraw their child from Relationships and Health Education.

We aim through learning experiences to: -

- ensure that Relationships and Health Education is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way
- nurture a partnership between caring adults – governors, teachers, support staff and parents – to ensure sensitive support for children and young people as they grow and mature
- encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse
- adopt a whole school approach to Relationships and Health Education
- promote the spiritual, moral, cultural, mental, physical and social development of pupils at the school and of society
- prepare pupils for the opportunities, responsibilities and experiences of life

The school will work towards these aims in partnership with its young people and parents.

### **Teaching and Learning – Relationships**

Within the taught and broader curriculum, including whole school opportunities pupils will be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of relationships education. It is important to involve, whenever possible, and certainly to inform parents.

We will ensure that our teaching is sensitive and age appropriate in approach and content. Our teaching will focus on the characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

The principles of positive relationships also apply online so we will ensure that we address online safety and how information and data is shared and used.

We will ensure that we encourage the practice of resilience, growth mindset, perseverance, working towards long term rewards and to continue despite setbacks. We will teach pupils about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships and Health Education schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies.

#### **Managing Difficult Questions**

Teachers will deal sensitively with questions pupils ask in the context of the teaching and learning. Teachers will also take into account the age and developmental stage a child is at. A teacher may decide that it is best to speak to the child on a one-to-one basis or in a small group.

### **Teaching and Learning – Physical health and Mental Wellbeing**

The aim of teaching pupils about physical health and mental wellbeing is to give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. We will promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

We will teach menstruation to the girls when they are in Y5, including helping girls make arrangements for managing menstruation and requests for menstrual products. The changes that occur in puberty will be taught in Y6 in single gender groups.

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils 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.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A 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.

### **Organisation**

The PSHCEE subject leader will ensure continuity, progression and evaluation of the Relationships and Health Education guidance.

Class and subject teachers will be responsible for the delivery of Relationships and Health Education. This is planned through aspects within the PSHCEE, science, PE, and computing subjects.

A variety of teaching and learning approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Details can be seen in the scheme of work.

Pupils will be taught in their normal classes, but when it is felt to be appropriate, they may be organised into single gender groups to be taught about specific topics. We have decided that objectives relating to menstruation will be taught to girls in Y5 and puberty to all Y6 pupils in the second half of the summer term.

A wide range of teaching resources will be used and these are listed in the scheme of work. These are available for inspection by teachers and parents from the subject leader.

Teachers should feel comfortable in the delivery of Relationships and Health Education. Training through Inset and being asked to teach within the schools value framework will support this.

The Relationships and Health Education programme will focus on both boys and girls equally.

### **Schemes of Work**

The subject leaders of PSHCEE, Science, PE and Computing have identified which objectives are covered in their curriculum plans.

The medium term plans for PSHCEE contain the majority of the objectives from the Relationships and Health Education guidance. This document has been organised into the following headings:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health prevention
- Basic first aid

- Changing adolescent body

It shows where the objectives will be covered by PSHCEE curriculum or the other subjects and in which year groups.

**Confidentiality and Sensitivity**

This will include:

- teachers using ground rules in lesson
- reassuring pupils that their best interests will be maintained
- encouraging pupils to talk to their parents or carers and giving them support to do so; ensuring that pupils know that teachers cannot offer unconditional confidentiality
- reassuring pupils that they will be supported as appropriate
- if there is any possibility of abuse, the school’s Child Protection Procedure will be followed
- making sure that pupils are informed of sources of confidential help eg Childline, GPs, and other advice services

**Special Educational Needs**

Relationships and Health Education must be accessible for all pupils. Children with special educational needs and disabilities will not be withdrawn from Relationships and Health Education, but will be given help support to access learning objectives and develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviours are, and are not acceptable. Teachers may adopt individual approaches to fulfil these needs including differentiation of work and resources for example.

This policy will be monitored and reviewed by the PSHCEE subject leader on an annual basis.

Policy updated: July 19

Staff responsible: Jo Adams

This policy was ratified by the Governing body on:

Signed on behalf of the Governing Body: \_\_\_\_\_(signature)

\_\_\_\_\_ (printed)