



Relationship & Health Education Policy

This policy will be reviewed **annually**, or earlier if required by legislation or new DfE guidance and presented to the Full Governing Board for adoption.

Ratified By: Full Governing Board

Date Ratified: 7th November 2023

Next Review Due: November 2024

Stickney Vision

At Stickney our Christian vision shapes all we do. Our inclusive church school aims to fulfil the potential of all. We work together to open minds and broaden horizons from the foundation of our shared Christian values. We pursue excellence through our inspiring and creative learning environment and we empower every member of our community to seek positive transformation in the world.

New Leake Vision

At New Leake Primary Our inclusive school aims to fulfil the potential of all. We work together to open minds and broaden horizons from the foundation of our shared values. We pursue excellence through our inspiring and creative learning environment and we empower every member of our community to seek positive transformation in the world.

At Stickney and New Leake Primary Schools our schools' ethos is very important to us and we aim to provide all pupils with knowledge and understanding of all kinds of relationships. We expect our pupils to form positive, tolerant relationships and teach them about respect for themselves and others and we aim to prepare pupils for the physical and emotional challenges of growing up. We deliver this learning through Science, specific RHE and more general PSHE lessons.

As a Church of England School, Stickney Primary School adopts the church school values of respect, honesty, kindness, trust, forgiveness and fairness and our mission statement is to learn, enjoy, achieve in a caring Christian community developing full potential and mutual respect for all.

Aims of this policy

- To provide the knowledge and information to which all pupils are entitled;
- To clarify or reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier, safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

Teaching and Learning

Relationship and Health Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors. These include use of video, discussion, looking at case studies, drama and role-play. Relationship and Health education is usually delivered in mixed gender groups ('relationships' and 'personal hygiene') and same-sex gender groups ('puberty').

EYFS

Children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about relationships with others.

They will also be taught:

- To recognise, name and deal with their feelings in a positive way;
- To think about themselves, learn from experiences and recognize what they are good at;
- To agree and follow rules for their group and classroom and understand how rules help them;
- To be able to name their body parts.

At both schools, from Year 1 to Year 6, RSE and PSHE lessons will be delivered using the '1Decision' scheme and resources. This is available to view online at: www.1decision.co.uk

Key Stage 1

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHE lessons, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Children will be taught:

- To take part in discussions with one other person and the whole class;
- To recognise choices they can make and recognize the differences between right and wrong;
- To agree and follow rules for their group and classroom and understand how rules help them;
- That family and friends should care for each other;
- To know when and how to seek help if they feel uncomfortable about a situation
- How to keep safe online
- Money matters – how to keep money safe
- To maintain personal hygiene.

Key Stage 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction in years 5 and 6. Children are taught about the physical, emotional and social changes at puberty, which include the importance of personal hygiene. In RE and PSHE lessons, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Relationship and Health education should focus on the development of skills and attitudes, and not just the acquisition of knowledge.

Children will be taught:

- To talk and write about their opinions, and explain their views on issues that affect themselves and society;
- To research, discuss and debate topical issues, problems and events;
- Why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- To resolve differences by looking at alternatives, making decisions and explaining choices;
- To recognize the different risks in different situations and then decide how to behave responsibly, including safe road use;
- To judge what kind of physical contact is acceptable or unacceptable and how to respond;
- To recognise the risks associated with relationships when using technology;
- To understand when we should break a confidence or share a secret;
- To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices;

- That pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know, and how to ask for help and basic techniques for resisting pressure to do wrong;
- That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view;
- About how the body changes as they approach puberty;
- To be aware of different types of relationships including marriage and civil partnerships and recognise they are a form of commitment when two people care for each other;
- To be aware of relationships between friends and families, and to develop skills to be effective in these relationships;
- To recognise and challenge stereotypes;
- To gain an understanding of how we contribute financially to families, the community and the wider world
- To explore and celebrate the diverse world we live in; to research British values and laws and to become more accepting of others.

It should be noted that these points are taught throughout Key Stage 2, and sensitivity and teachers' professional judgment is used to decide when the children are ready for particular messages, such as discussing puberty.

Year five and year six children will, in addition, have a programme of study targeted particularly at their age group, covering issues such as personal hygiene and periods. This is delivered by a company recommended by the Local Authority ('Positive Health') with the class teacher present.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions, for example the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Equal opportunities

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, including differentiated provision if required. We will endeavour to ensure that the RSE Scheme of Work is reflective of them and their family circumstances i.e family, race, ethnicity, culture, sex, gender identity and disability and to use diverse resources which are illustrative of this.

Special Educational Needs (See also SEND Policy)

Teaching and resources will be differentiated as appropriate to address the needs of children with Special Educational Needs and Disabilities in order for them to have full access to the content of relationship and Health education.

Specific Issues

Parental consultation

We worked closely alongside parents when Relationship and Health Education was due to become a statutory requirement, in order that they recognise the importance of this aspect of their child's education and fully support us. If any parents have any concerns they can contact the Head Teacher to discuss the programme being taught.

Assessment

Relationships and Health Education will be assessed through informal formative teacher assessment and through self-assessment or peer assessment if appropriate.

Monitoring and Evaluation of the Programme

The teaching and learning is monitored and evaluated by our PSHE leaders and Senior Leadership Team through lesson observations and work scrutiny.

Training and development

We are committed to providing quality training for our staff who have been trained on the statutory guidance in respect of Relationships and Health Education.