

Perton First School and Nursery



Health and Relationships Education Policy

September 2021

Reviewed by: L. Turner (PSHE Lead)

Reviewed: May 2022

This policy is based on guidance outlined in: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' DfE 2019.

Intent of our Relationships Education Curriculum:

At Perton First School and Nursery, we believe our children's personal development is the foundation for creating successful, happy and thriving learners. We aim to prepare our children for the challenges of growing up in the 21st Century, amongst the ever-changing advances in technology and society. A key part of this is delivered through Relationships Education, which is a statutory subject as of 2020 and is delivered to all primary-aged pupils. The aim of Relationship Education in primary schools should be on teaching the building blocks for aspects of positive relationships, with particular reference to friendships and relationships with other children and adults within family and social groups. This will create opportunities to ensure children are taught about positive emotional and mental wellbeing and how relationships with friends and family impact on this. Relationships Education is learning about physical, moral, social and spiritual development and therefore helps pupils develop the skills and understanding they need to live confident, healthy and independent lives. It is our responsibility as a school to provide everyday opportunities for children to learn about, develop and experience positive relationships in and out of the classroom.

Important Note

Statutory Sex Education has been introduced to the Primary Curriculum as of September 2020. As we are a First School, we will not be teaching children about sexual relationships. Should questions related to sexual relationships, sexuality or sexual orientation arise, teachers will reinforce that all relationships should be built around respect. The PSHE/ Relationships Education Lead, Headteacher and Governing Body will continue to review this policy under government guidelines for the teaching of Relationships and Sex Education accordingly.

All children must be taught the aspects of Sex Education however that are outlined in the Primary Science curriculum. This regards teaching children the names of the external parts of the body, and how the human body grows from a baby to old age (*see National Curriculum, Primary Science KS1 & KS2, 2013*).

Aims and Rationale of effective Relationships Education:

- To ensure the school is meeting statutory responsibly in delivery high-quality Relationships Education to all children.
- To ensure the school is meeting statutory responsibilities with regard to preparing pupils for life and providing for their spiritual, moral, social, cultural, mental and physical development.
- Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- To teach all pupils about what a relationship is, what friendship is, what family means and to recognise and understand which people are there to support them.
- To teach pupils how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- To ensure that respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys and other resources, etc. This provides the building blocks regarding consent from an early age.
- For teachers to talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these reinforces that positive relationships encourage feelings of safety, happiness and security. This helps children to recognise unhealthy relationships if and when they encounter them.

- To teach that the principles of positive relationships also apply online. This is explored extensively through our Online Safety curriculum and policy.
- To teach that families of many forms and structures provide a nurturing environment for children and to expose children to stories, conversations and principles that will convey this.
- To challenge preconceived ideas and stereotypes regarding family structures, communities and society.
- To provide everyday, embedded opportunities for pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- To teach all pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse, bullying and online abuse.

Intent of our Health Education Curriculum:

Health Education aims to empower children with the knowledge to look after their own physical and emotional health. It teaches children the importance of healthy, balanced lifestyles and physical activity, as well as giving them the knowledge to support themselves and others too; for example, children learn about common allergies, sun-safety and the importance of hygiene and cleanliness. From Early Years through to Year 4, we place equal emphasis on the importance of mental health, providing children with daily opportunities to 'check in' with their feelings and to explore ways of expressing themselves. We believe as a school that if children do not feel happy, calm and supported, they cannot reach their full potential and thrive in and out of the classroom; this is reflected in our Health Education curriculum.

Aims and Rationale of effective Health Education:

- To ensure the school is meeting statutory responsibly in delivery high-quality Health Education to all children.
- To ensure the school is meeting statutory responsibilities with regard to preparing pupils for life and providing for their spiritual, moral, social, cultural, mental and physical development.
- To teach the characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, such as physical health.
- To teach the importance of daily exercise, good nutrition and hydration and sufficient sleep as basics for maintaining good physical and mental health.
- To give pupils the age-appropriate language and knowledge to understand the different range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling emotionally and physically.
- To give pupils the age-appropriate language and knowledge to understand and explain issues relating to their bodies; children should be able to name their body parts.
- To teach the steps that pupils can take to protect and support their own and other's health and wellbeing, including some simple self-care strategies, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- To ensure children know who can support them, in and out of school, with their physical and mental health.
- To teach children about basic everyday health and safety and provide them with the knowledge to care for themselves appropriately (e.g. everyday hygiene, oral hygiene and sun safety).
- To ensure children know how to apply their knowledge to look after other's physical health (e.g. to know where to seek help in a medical emergency; to understand allergies and their effects on others).
- To teach children with their understanding of how the body changes from baby, child, teenager, adult and elderly person.

- To ensure children know how to stay safe in different situations in and out of school (e.g. road safety, water safety).
- To teach about the importance of handling medicines carefully, as a prerequisite for drugs and alcohol education and to discuss substances that are not good for our bodies (e.g. tobacco, too much alcohol).
- To drive the importance of good exercise and time spent outdoors in relation to physical and mental health.
- To encourage children to take part in recreational activities that they enjoy and to promote physical, creative and outdoor activities as being beneficial to physical and mental wellbeing.
- To teach children about the benefits of electronic devices and of being online, balanced with the knowledge and skills to prevent their mental and physical health being negatively affected by online behaviour.
To teach pupils that online bullying has a direct and often lasting impact on mental wellbeing.

Legal Framework:

This policy has been established in regard to, but not limited to, the following legislation and statutory guidance:

- The Relationships Education (primary), Relationships and Sex Education and Health Education (Secondary) (England) Regulations 2019
- DfE (2019) 'Relationships, Education (primary), Relationships and Sex Education (RSE) (secondary) and Health Education'
- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- DfE (2013) 'Science programmes of study: key stages 1 and key stages 2 (National Curriculum 2014)

Values:

Relationships Education is reflected in the values and ethos of Perton First School. This policy relates to the following policies within school:

Online Safety Policy, PSHE Policy, Science Policy, Behaviour Policy, SEN Policy, Safeguarding Policy, Visitors Policy,, Equal Opportunities Policy, Health and Safety Policy, Teaching and Learning Policy and Staff Code of Conduct.

Roles and Responsibilities:

It is the responsibility of the Governing Body to ensure that statutory Relationships Education is taught within our school to all pupils, as an entitlement to every child. The Governing Body will liaise with the subject leader to ensure that high quality Relationships Education is delivered, evaluated and reported upon to governors, the headteacher and parents.

The headteacher is responsible for the overall implementation of this policy, ensuring that staff are suitably trained to deliver this subject and that parents are informed of this policy.

The Health and Relationships Education Lead is responsible for overseeing the delivery, knowledge organisation and age-appropriation of the subject. It is their responsibility to train, or organise training to ensure staff can deliver high-quality Relationships Education to all pupils. They work with other subject leads (e.g. online safety, SENDCo) to ensure that Relationships Education compliments other curriculum areas. It is the responsibility of the subject leader to ensure that Relationships Education is accessible and inclusive to all pupils. The subject lead evaluates the

effectiveness of Relationships Education termly, conducts learning walks and pupil voice audits and reports to the headteacher, Governing Body and parents of the effectiveness of this subject within our school.

Teachers are responsible for delivering high quality, age-appropriate, inclusive Relationships Education to their pupils, in line with statutory requirements. They use a variety of teaching methods and resources, and ensure that their personal views and beliefs are not expressed when delivering the programme. Teachers model positive attitudes and behaviour regarding relationships and friendships and respond to any safeguarding concerns that may arise during these sessions in line with the Safeguarding and Child Protection policy.

Teaching and learning of Health and Relationships Education at Perton First School and Nursery:

The current lead for Health and Relationships Education is Miss L Turner. Health and Relationships Education is delivered by class teachers with support from the subject leader and when appropriate, teaching assistants delivering the subject and values under the class teacher's instruction.

We use Staffordshire's ENTRUST PSHE and Citizenship Scheme of Work as a framework for delivering PSHE, Relationships and Health Education. This provides planning to teach all knowledge and skills outlined in the statutory curriculum for PSHE, Health Education and Relationships Education. British Values always underpins this teaching. Differentiated planning is used for delivering lessons in EYFS and Years 1-4. Each half term, the whole school has a different focus from the PSHE, Health and Relationships curriculum:

	Focus	Links to British Values
Autumn 1	Me and My School	Democracy, Rule of Law
Autumn 2	Me and My Relationships	Individual Liberty, Respect and Acceptance
Spring 1	Happy and Healthy Me	Individual Liberty, Respect and Acceptance
Spring 2	Me and My Safety	Democracy, Rule of Law, Respect
Summer 1	Me and Other People	Respect, Acceptance, Individual Liberty
Summer 2	Me in the World	Acceptance, Respect, Democracy

Health and Relationships Education will be focused on explicitly during Autumn 2, Spring 1, Spring 2 and Summer 1, where all children will follow the scheme of learning for 'Me and My Relationships', 'Happy and Healthy Me', 'Me and My Safety' and 'Me and Other People'. This planning has been approved as age-appropriate, sensitive and in line with statutory requirements by the subject leader, headteacher, Governing Body and Staffordshire ENTRUST.

A detailed curriculum map outlines the objectives that must be covered in each year group as part of statutory Health and Relationships Education. Parents, governors and teachers have access to this at request and it is found on the school website under 'Curriculum → Health and Relationships Education'.

Health and Relationships Education will take place once a week, during a timetabled session as part of PSHE. Leaders and teachers have developed long and medium term plans to ensure coverage of the curriculum. However, we agree as a school that the aims of Health and Relationships Education should be delivered implicitly throughout the school year and its values should be modelled, demonstrated and reflected upon during every school day and through every subject. Examples of this include during whole school and class assemblies, circle time, class discussion, story time, extra curricular clubs, social interventions, 1:1 support and through other areas of the curriculum accordingly.

Health and Relationships Education Teaching and Learning takes place in the following ways:

- Dedicated, explicit PSHE, Relationships and Health Education lessons, timetabled and delivered once per week.
- Class Assembly, focusing on a key area of PSHE, Relationships and Health learning, timetabled once per week.
- Shine Assembly; a weekly celebration of achievements encouraging positive celebration of friend's success and inviting family members to school to share these moments.
- Discrete Relationships Education, which responds to the needs of specific children and classes (*e.g. through circle time and discussion.*)
- Daily 'check in circles' where children can reflect and talk about their emotions. We use the story 'The Colour Monster' to make these discussions accessible to all children and all classrooms have a display of this vocabulary and imagery.
- Whole school assemblies and Collective Worship (*we actively make links between the PSHE focus of each half term to assembly focuses*)
- Project based learning, where emphasis is put upon teamwork, working alongside friends, sharing, listening and working together and showing respect to others and their ideas.
- Themed days and weeks (*e.g. Mental Health Awareness Week, Online Safety Week*)
- Parents Workshops (*e.g. Online Safety Workshop, Art and Mindfulness Workshop*)
- KS2 complete a 'Daily Mile' each afternoon as part of their break.
- Social and emotional wellbeing intervention and 1:1 work, where identified as being appropriate. Children deemed vulnerable in terms of their emotional wellbeing have access to 'The Nest' and lunchtime support clubs. Gardening Club is also aimed to support children's mental and social wellbeing.
- Extra curricular clubs aim to promote children's love and engagement with physical, creative and social activities (*e.g. sports clubs, art club, Glee Club, Theatre Bugs*).

Other areas of the curriculum that support Health and Relationships Education:

- **English:** communication skills; expressing opinions and listening to other's with respect; stories that explore family and friendships and the diversity within these.
- **Science:** learning the names of external body parts and how the human body grows from baby to elderly. Children learn about how to care for people at each stage of life. Children learn about the importance of a balanced diet, exercise and rest.
- **PE:** sharing, working as a team, communication, celebrating other's achievements and managing emotions related to winning and losing. Actively encouraging physical activity and exercise as part of everyday life.
- **Computing:** online safety; online communication and online friendships. Children learn how to access support if they feel uncomfortable online, or are being bullied or abused online.
- **RE:** showing respect for other religious and moral beliefs; understanding how people of different religions care for each other and celebrate their relationships (*e.g. marriage, births and funerals*). Children understand how religion can bring together communities and promote spiritual, moral, cultural and emotional wellbeing.
- **PSHE:** pupils learn about respect and difference, values and characteristics, underpinned by British Values and citizenship.
- **D&T:** children learn to create recipes that are healthy and nutritious.

Working with Parents / Carers:

At Perton First School, parents are encouraged and welcomed to take interest with all areas of their child's learning journey. This policy is available on the school website under the 'Policies' section for parents to access. The Health and Relationships Education curriculum map is available for parents and carers to access on the school website (under Curriculum → Health and Relationships Education) or upon request. Parents are made aware of the half-termly focus for PSHE/ Relationships/ Health Education through the monthly newsletter. Staff are equipped with the knowledge to answer parent's questions regarding Health Relationships Education and its content and delivery

within school. The subject leader is available, along with the headteacher, should parents wish to discuss this subject further.

The subject leader has sent out Parent Questionnaires via Marvellous Me to collect information about parent's views and understanding of Health and Relationships Education. Up-to-date policy and information has been sent to parents accordingly.

Parent's Right to Withdraw:

As from September 2020, Health and Relationships Education has statutory status within the Primary National Curriculum and therefore parents do not have the right to withdraw their child from this subject.

Monitoring and Assessment

To be successful, independent learners, pupils need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. Teachers and other professionals also need to be clear about the progress and achievements of the students they teach and how their learning might be improved. The Health and Relationships Education lead will be responsible for ensuring the policy and programmes are implemented as agreed through:

- Monitoring weekly, termly and long term planning, with focus on Health and Relationships Education
- Recording and monitoring assembly timetable with Assistant Head Teacher
- Monitoring written PSHE/ Health and Relationships Education learning and creating a bank of evidence across all year groups
- Looking for evidence and creating an evidence bank of examples where Health and Relationships Education has been reinforced in other areas of the curriculum.
- Teacher and child questionnaires
- Hold Health and Relationships Education staff meetings to review implementation and update staff where required.
- Learning walks and recording children's voice.
- Reporting to the Governing Body and reflecting upon the effectiveness of the subject.

Staff Professional Development:

Health and Relationships Education will be reviewed throughout the academic year by the Relationships Education lead in order to identify professional development needs of all staff; staff will be supported accordingly. Staff training is planned into the academic year to ensure best practice.

Policy updated September 2021.

L. Turner

To be reviewed: September 2022.

