

RELATIONSHIPS AND HEALTH EDUCATION POLICY



ACADEMIC YEAR 2023/2024

HEADTEACHER: MR K RONDEAU

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Aims of the policy:

This policy sets out our approach at St Mark's to Relationships and Health Education. Relationships and Health Education supports children and young peoples' personal development including their spiritual, moral, social and cultural development. It aims to help them to deal with real-life issues that they face as they grow up and that they will encounter as adults. Their learning, underpinned by the school's Christian ethos, will support them to make informed choices both on and off-line about their safety, physical and mental health enabling them to live positive and fulfilled lives. At St Mark's the Relationship and Health education curriculum, is referred to as Life Skills.

Legal context

The Children and Social Work Act 2017 made it statutory for Primary schools to teach Relationships education and Health education from September 2020. Following this change to the law the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) which includes the legal requirement for Primary schools to have a Relationships Education policy. A Health Education Policy is not statutory but is recognised as good practice and is included here.

This policy also supports legal requirements relating to:

- The Equality Act 2010
- The Education Act 1996
- Keeping Children Safe in Education

The following school policies are relevant to this policy:

- Anti-bullying
- Relationships and Behaviour
- E safety
- Safeguarding

The following Church of England (CoE) documents are also relevant to this policy:

- Faith sensitive and inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)
- CoE Principles and Charter for RSE
- Valuing all God's Children
- Pastoral Principles for Living Well Together

The Equality Act sets out the duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age
- Marriage and Civil partnership
- Disability

- Race
- Religion & belief
- Sexual orientation
- Sex
- Pregnancy and maternity
- Gender reassignment

Our Life Skills curriculum will meet the needs of all children, including those with Special Educational Needs. Lessons will include content which will tackle discrimination and foster good relationships.

Life Skills is enhanced by a supportive school ethos where all are valued, positive relationships are promoted and there is a safe learning environment.

The aims of teaching for Life Skills are as follows:

- provide accurate, age-appropriate information to all children and young people
- support the development of knowledge, skills and attitudes to enable children and young people to make informed choices
- build confidence and self esteem
- develop personal attributes
- prepare children and young people as they develop and become adults
- develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010

Roles and Responsibilities

An effective programme of Relationship and Health Education requires support from the whole school community; therefore the following role and responsibilities have been identified.

Senior Leaders and Governors

- Oversee the development and delivery of Relationships and Health Education/ Life Skills in the school; supporting the subject leader
- Give staff the opportunity to contribute to the development of RHE
- Facilitate training for the subject leader and staff as required
- Support the subject leader's work with parents/carers so that they are kept informed of current content and delivery of the RHE curriculum
- As a church school, ensure that relevant CoE guidance and policy is followed

Subject Leader (Miss R. Godwin)

- Lead the development and delivery of an effective Life Skills curriculum across the school and attend subject specific CPD

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- Keep up to date with latest developments in the subject
- Support staff as necessary
- Monitor and evaluate provision in school and report to Senior Leaders. This could include scrutiny of planning, lesson observations, learning walks, evidence of learning, feedback from staff, parents/carers and children and young people.
- Liaise with parents and carers as necessary to keep information on the subject content and delivery up to date
- As a church school, ensure that relevant CoE guidance and policy is followed

All staff

- Know and implement the policy relating to Life Skills and Relationships and Health education
- As a church school, follow relevant CoE guidance and policy
- Teach Relationships and Health education lessons using the agreed school curriculum
- Maintain positive and supportive links with parents and carers
- Respond to the needs and questions of children, young people and their families regarding the content and delivery of the Relationships and Health Education curriculum
- Monitor progress

Parents/Carers

- Will be encouraged to engage with staff to understand the content and delivery of our Life Skills curriculum
- Will be kept up to date of any changes and/or additions to the curriculum
- As a church school, they will be assured that relevant CoE guidance and policy is followed
- Will be informed of their right to withdraw their children from sex education lessons when these are scheduled

Right to withdraw

Parents and carers cannot legally withdraw their child from any aspect of our Life Skills curriculum.

Parents and carers do have the right to withdraw from Sex Education with the exception of any content that is taught within the Science National Curriculum.

Sex Education in primary school only includes learning about puberty and human reproduction. We ensure we can answer yes to the following questions: Is this enough to ensure children know about puberty and how babies are born? Is this enough information to help children keep themselves safe in today's world?

Legally, children have to be taught objectives from the Science National Curriculum and parents cannot withdraw from these lessons. Our children will cover the following objectives in Science:

Year 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- Notice that animals, including humans, have offspring which grow into adults (Non-statutory note: Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs)

Years 3 and 4:

- Nothing in Science curriculum related to puberty or reproduction.

Year 5:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird •
- Describe the life process of reproduction in some plants and animals • (Non-statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals)
- Describe the changes as humans develop to old age. • (Non-statutory note: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows)

Year 6:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

At St. Mark's, Mr Rondeau, will discuss any parental concerns relating to the decision to withdraw children from Sex Education content delivered as part of our Life Skills curriculum. If the parent/carer still wishes to exercise their right to withdraw, the school will provide suitable alternative learning activities at the time the lessons are taking place.

Safeguarding

Relationships and Health Education include sensitive topics and it is therefore possible that discussions will prompt safeguarding disclosures. Reference should be made to the school's safeguarding policies and procedures to deal with any disclosures appropriately and sensitively.

The Subject Leader and teacher should discuss with the Designated Safeguarding Lead (Mr. K Rondeau) any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required. If a disclosure is made, the school's safeguarding procedures should be followed and support from external agencies sought if necessary.

Staff should consider the timing of lessons to ensure that children and young people have the opportunity to report any concerns they may have either that day or the following day.

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Relationships Education

Statutory guidance produced by the DfE details key learning that all pupils should know by the end of Primary education. For Relationships Education, these are detailed below:

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The focus at St. Mark's is on 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. Explicit teaching of this takes part in Life Skills lessons but learning from these is integrated into daily school life. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early years pedagogy, children will be taught 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. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary schools.

Health Education

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. By the end of Primary, children should have knowledge of the following areas:

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical Health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

At St. Mark's 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 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.

To support the delivery of statutory objectives, Relationships and Health Education have been split into three themes that will be delivered over the academic year; one key theme per term.

Autumn Term	Spring Term	Summer Term
Physical Health and Mental Wellbeing	Relationships	Living in the wider world

At St. Mark's we have designed our Life Skills curriculum using a weekly theme that relates to the core theme of the term. For example, during the Autumn term where the school focus is Physical Health and Mental Wellbeing, we have weekly themes that include: Good hygiene; What makes us unique? Anti-Bullying and Mental Wellbeing.

Teaching and Learning

As Life Skills draws upon real life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establish clear ground rules in consultation with children and young people covering confidentiality, respect for others, privacy and boundaries.
- Use distancing techniques including depersonalised discussions, role play and theatre in education
- Use clear language to avoid misunderstandings
- Avoid prejudice and assumptions about children and young peoples' abilities, desires, background and experiences
- Deal sensitively with unexpected questions and comments
- Assess and build on existing knowledge and experiences
- Ensure learning is engaging using a range of activities including structured discussion and problem solving
- Provide a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes
- Allow time for reflection
- Provide differentiated learning if appropriate to meet the needs of children
- Use a variety of groupings to enhance learning

Life skills lessons at St. Mark's will always consider children's starting points. The lessons are always taught by class teachers who will, where possible, begin any new topic in Life Skills by determining pupils' prior knowledge. Children will bring differing levels of knowledge and understanding to any issue explored through Relationships and Health education. This will enable teachers to make more effective judgements about pupils' development and progression in learning. Teaching will consider the age, ability, readiness, and

cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access learning in Life Skills lessons.

During our teaching of Life Skills, the needs, and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring high quality inclusive teaching. We will use Life Skills lessons as a way to address cultural and diversity issues and to ensure equality for all.

To support the delivery of our Relationships and Health Education, we will be using up-to date resources outlined on the PSHE association website alongside a range of carefully chosen, high- quality texts which illustrate key learning points to our children. These texts will be discussed, and children will be given time to process thoughts and feelings related to the text being read.

Responding to pupils' questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. If necessary, teachers are free to ask a pupil to wait for an answer in order to give teachers time to consult with the school's leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.') Teachers should feel able to work with colleagues if necessary to construct an appropriate answer. Pupils are also aware that any worries/ concerns can be placed in the worry box and these questions will always be answered by a trusted adult in school.

Curriculum subject links

Life Skills lessons are taught once per week at St. Mark's, but Relationships Education and Health Education complement several national curriculum subjects including RE, Science, PE, and Computing. At St. Mark's we have identified opportunities to draw links between the subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum.

Monitoring and recording

Life Skills lessons will be recorded in class files where a selection of children's learning will be placed in the folder to capture the learning that took place in the lesson. These files will be monitored by our subject leader (Miss R. Godwin) who will ensure coverage and progression of skills and knowledge across the school.

Communication of policy

The policy will be available on the school website and copies can be requested from the school office.

Policy to be reviewed: Autumn 2024-2025.