



Hindon CEVA Primary School

St Mary's and St John's

## Relationships and Health Education Policy

### Statutory Requirements

The DfE document states that: 'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.' (Secretary of State Foreword, 2019)

From September 2020 Relationships and Health Education (of which puberty education is a key component) will become compulsory in all state-funded schools. Although sex education in primary schools will not be compulsory, the DfE continues to recommend that primary schools have a sex education programme tailored to the age, and physical and emotional maturity of the pupils. All maintained schools will be expected to continue teaching reproduction as part of the Science National Curriculum.

At Hindon Primary School, children will be taught about reproduction through the biology element of the Science curriculum and we will engage with the School to provide a unit of study for Years 5 and 6 pupils on puberty and preparing for adolescence.

### Parents' right to withdraw

Parents **do not** have the right to withdraw their children from PHSE, Relationships and Health Education or Science education, but **do** have the right to withdraw their children from any non-statutory/non-science component of adolescence and puberty education within Relationship and Health Education which the school might opt to deliver. At Hindon School, this non - statutory component usually involves lessons for Years 5 and 6 delivered by the school nurse and will focus on changes in adolescence and puberty. The school will inform parents of Year 5 and 6 pupils by letter before these lessons take place and parents will have the right to withdraw their children from these lessons.

### Curriculum Intent:

Within the Christian Ethos of our church school, our intent is to support children to become kind, caring and responsible Global Citizens who are aware of making healthy lifestyle choices which support the wellbeing of themselves and others. Our School Christian ethos embodies kindness, tolerance, and mutual respect, to grow into the potential God gave us.

Through the teaching of PHSE and RSHE, we aim to nurture the development of the whole child, through a holistic approach to education in order that they are ready to embrace the next stage in their education

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and to take their place as a member of society. We aim to foster a lifelong love of learning and support the innate desire within us all to be kind. We teach our pupils to understand a need for justice, equality and to respect individualism in order to live harmoniously in a multicultural, global society.

We promote an understanding of the benefits of living a healthy lifestyle and support the development of emotional wellbeing. We teach pupils to keep themselves and others safe and protected from harm. We encourage pupils' future aspirations and support every pupil to be the best they can be.

### **Curriculum Teaching and Learning**

Relationships and Health Education is taught as part of our Personal, Health, Social and Economic (PSHE) Curriculum. We select teaching resources from Coram Life Education and NSPCC.

In order to support our pupils' achieve our curriculum intent, we:

- Provide a series of outside learning Forest School lessons, circle time activities, cross curricular learning and specific wellbeing lessons in which sensitive discussions can take place.
- Plan and deliver an age appropriate programme of study that will support pupils understand and develop lifelong personal and social skills
- Help pupils develop feelings of self-respect, confidence and empathy through Coram Life Education resources that are adapted for and linked to our Forest School Policy
- Create a positive, respectful culture around issues of differences, sexuality and relationships

### **Our Relationship and Health Education Curriculum focuses on:**

#### **Families**

Pupils are taught that:

- Others' families, either in school or in the wider world, sometimes look different from their family and that these differences should be respected.
- Family life involves commitment, care, love, sharing, and team work
- Should a family relationships is make them feel unhappy or unsafe, then they need to seek help or advice
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

#### **Caring Friendships**

Pupils are taught that:

- That friendships should make us feel happy
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

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- 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

## Respect

Pupils are taught that:

- everyone is entitled to respect even when they are very different from them (for example, physically, in character, personality or backgrounds),
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- about different types of bullying, including cyber bullying, the impact of bullying, responsibilities of bystanders and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive

## Online relationships

Pupils should know:

- 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 and kindness
- the rules and principles for keeping safe online ie how to recognise risks, harmful content and contact, and how to report them
- how to critically consider 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

## Staying safe (also linked to NSPCC (PANTS))

Pupils should know:

- 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,

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- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

### **When is PHSE taught:**

We teach PHE and PHSE through:

- Weekly RE lessons, assemblies and workshop activities
- Daily classroom stories and English book studies with thought provoking issues.
- Current news and issues through Daily 'Newsround' on Childrens' CBBC
- Broad and Balanced Curriculum topics
- Curricular enrichment activities, trips, workshops and visitors
- Weekly Cohort Forest School lessons based on Coram Life Education Programme of Study.

### **Assessment:**

Pupils' knowledge and understanding is assessed through Pupil questionnaires carried out as part of Governor monitoring and through Coram Life Education assessment materials.

### **Questions Raised by Pupils, Child Protection and Safeguarding**

Effective Relationships and Health Education needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the school community is vital to successful and effective teaching and learning within this subject.

Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

While it is essential that lessons are sensitive to a range of views, staff will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law, particularly in relation to legislation concerning equality. Staff will use their professional skills and discretion before answering. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home.

Any disclosures or safeguarding concerns prompted by RHE lessons will be reported in line with the school's Safeguarding and Child Protection Policy. The usual standards of confidentiality between staff and pupils will be observed in PSHE lessons, except where a child's question might suggest the possibility of abuse. In these circumstances, any concern will be reported in line with the school's Safeguarding and Child Protection Policy.

### **Consultation with Parents/Carers**

Consultation with parents/carers in-line with DfE guidance on 'Parental Engagement of Relationships Education (2019)

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## **Parental engagement with our PHSE and Relationships Policy is achieved through:**

- Informing parents of the publication of our Relationships and Health Education Policy on our school website.
- Answer any questions that parents/carers may have about the education of their child. Parents are requested to email questions via [admin@hindonce.wilts.sch.uk](mailto:admin@hindonce.wilts.sch.uk) during the Covid 19 pandemic
- Notifying parents of right to withdraw their child from Year 5 or 6 when Puberty and Adolescence unit of Relationship Education is taught.

## **Governor Monitoring**

Under the Equality Act 2010, the Governing Body is responsible for ensuring the school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnicity, pregnancy, maternity, sex, gender identity, religion or belief, sexual orientation or whether they are Looked After by the Local Authority.

The Governing Body, through its SDP monitoring responsibilities, will ensure:

- All pupils make progress in achieving the expected educational outcomes.
- All aspects of PSHE and RHE are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
  - Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents/carers on the subject content and the right to request that their child is withdrawn.
- PSHE is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

## **Inclusion**

Our PSHE Policy will be implemented in accordance with The Equality Act 2010.

Staff will always respect how pupils choose to identify themselves, understanding that - depending on their age and maturity - their sexual orientation and gender identity may be 'emerging'. This means that PHSE and Relationships Education at Hindon School is sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

## **Read in Conjunction with:**

- Positive Relationship (anti bullying) Policy
- PHSE Policy
- Behaviour Policy
- CP and Safeguarding Policy

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**Ratified by Governors**

Date October 2020

Review Date: September 2022

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