

Brandesburton Primary School Relationship Education and Health Policy



Process for Policy Development

This policy was developed through a variety of consultation methods involving governors, staff, parents and the wider community.

This policy contains information of how we meet our legal duties and comply with teaching Relationships Education and Health Education Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017.

Schools must have regard to the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

This policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Behaviour in Schools
- Equality policy
- SEND code of practice: 0 to 25 years
- Mental Health in Schools
- Promoting Fundamental British Values

Today's children are growing up in an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The Relationships Education and Health Education Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education (SE) is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationship Education (RE) and Health Education (HE).

Aims, Morals and Values

At Brandesburton Primary School we aim to provide children with age appropriate information in order to explore attitudes and values. We also aim to empower pupils and develop their knowledge, understanding and skills in order to make positive decisions about their health related behaviour.

The RE and HE programme at Brandesburton Primary reflects the school ethos where our mission statement is 'Together we believe, together we achieve'. Our aims demonstrate and encourage the following values:

- Respect for self and others.
- Responsibility for own actions and towards own family, friends, school and wider community.
- A school ethos of care and commitment to one another, where individuals are valued, feel safe and have their achievements celebrated
- Promotion of an inclusive school with equality of opportunity for all regardless of sex, race, religion, gender or ability.

Teachers have a professional duty to ensure that the RE and HE Policy is taught within the agreed values of our school and that their own values do not influence their teaching.

Organisation of Relationships and Health Education

RE & HE are not seen as isolated subjects but are embedded in all curriculum areas and taught in the context of a broad and balanced curriculum.

The content set out in the attached guidance covers what will be taught. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age and reproduction in some plants and animals.

Our guiding principles are that all of the compulsory subject content must be age and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents.

Relationships Education

The focus of our teaching is on the fundamental characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

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 FS pupils 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.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal qualities in the individual. We encourage the development and practice of resilience, perseverance and belief in 'own personal best'. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity and a sense of justice.

Teaching about families requires sensitive and well-judged teaching based on knowledge of our pupils and their circumstances. Families of many forms provide a nurturing environment for children. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs and to reflect sensitively, different structures of support; e.g. looked after children or young carers.

The principles of positive relationships also apply online and will address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department for education recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and on knowledge of the human life cycle set out in the national curriculum for science.

Through Relationships Education we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy. It includes understanding boundaries in friendships in all contexts, including online.

Physical health and mental wellbeing

The focus of our teaching is on the characteristics of good physical health and mental wellbeing. Teachers are 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 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 and basic first aid.

Pupils are taught the benefits of hobbies, interests and participation in their own communities. This teaching identifies 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, structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

A firm foundation in the benefits and characteristics of good health and wellbeing enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Teaching

Children are helped to develop confidence in talking, listening and thinking about an array of issues a number of teaching strategies are used that support this, including:

- establishing ground rules
- knowing how to deal with unexpected questions or comments from pupils
- using active learning methods
- encouraging reflection.

RE & HE is normally delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

RE & HE is delivered by teachers and HLTAs with specialist knowledge. Opportunities are provided for children to discuss any delicate issues with staff. All input to RE & HE lessons is part of a planned programme, negotiated and agreed with staff in advance.

External visitors/speakers are often deployed to lead specific areas within the programme. There is a school protocol for involving outside visitors.

- The community nurse and other visitors contribute to the RE & HE programme.
- Visitors are invited into school because of their particular expertise or contribution they can make. All visitors work within the school's policies. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by all staff and pupils. The evaluation informs future planning.
- The school will continue to liaise with the local secondary school to ensure that the programme for RE & HE is continuous at KS3.
- The input is monitored and evaluated by staff and pupils. This evaluation contributes to future planning.
- Staff assess each resource that they propose to use to ensure that it is appropriate for the age and maturity of pupils, and sensitive to their needs.

Controversial or Sensitive Issues

Staff are aware that views about RE & HE issues are varied. However, whilst personal opinions are respected, all RE & HE issues are taught without bias. Topics are presented using a variety of approaches so that pupils are encouraged to form their own informed opinions, whilst respecting that others may hold different views. Staff set ground rules which give them the right to refuse to answer questions of a personal nature. Certain questions may need to be answered on an individual basis and referred to the Safeguarding Lead.

In preparing for puberty, the community nurse works with the older children in the school. She explains how their bodies will change using sensitive language. Parents are informed of this and materials to be used are made available for parents to view beforehand. As detailed above, parents may then make an informed judgement to remove their child from the lesson.

Confidentiality.

This policy links with the Child Protection Policy which contains the school's statement on confidentiality. Confidentiality is maintained by the member of staff concerned.

As a result of the RE & HE programme, disclosures involving child protection issues may arise and staff need to be aware of the procedures for reporting concerns. (See Child Protection Policy.) They would talk to the named child protection leader or assistant child protection leader in such instances. The breaking of confidentiality will be explained to the child and they will be supported through the process.

Working with Parents/Carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We are fully aware of this role and therefore work hard to build a positive and supportive relationship with parents/ carers of children in our school, through mutual trust, understanding and co-operation. To promote this we:

- Inform parents about the school's RE & HE policy so that teaching in school supports the key messages that parents/carers give to children at home.
- Answer any questions parents/carers have about their child's RE & HE.
- Take seriously any concerns parents/carers may raise about the arrangements for RE & HE.
- Encourage parents/carers to be involved in the review of the policy;
- Withdrawal opportunities exist throughout the curriculum for promoting RE & HE. Parents have the right to withdraw their children from RE & HE lessons that fall outside those aspects covered in Science lessons. Parents/carers wishing to exercise the right to withdraw their child are invited to see the Headteacher who will explore any concerns and discuss any impact that withdrawal will have on the child. If a child is withdrawn they may not take part in the RE & HE programme until the request for withdrawal is removed. Materials are available for parents/carers to view at their request.

Equalities/Inclusion Statement

Brandesburton Primary School aims to meet the needs of all pupils regardless of age, sex, race, ability, gender, family background, culture and religion. Equal time and provision will be allocated to all groups but there are many occasions where children with Special Educational Needs are given extra support.

Governors

As well as fulfilling their legal obligations, the governing body will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- 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 on the subject content and the right to request that their child is withdrawn; and, the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Monitoring and Evaluation

The Safeguarding lead will monitor this policy. We adhere to the principles of children learning life skills. PSHE and its components are essential life skills which cannot be assessed formally. The way that children apply what they have learned to real life situations forms the basis of our informal assessment for all areas of the PSHE curriculum. Their responses help to inform our next steps forward and inform future planning.

Copies of this policy can be found on the school website or from the school office.

March 2021.

To be reviewed March 2022

Relationships Education

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• 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 or advice from others, if needed.
Respectful relationships	<ul style="list-style-type: none">• Pupils should know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• practical steps they can take in a range of different contexts to improve or support respectful relationships.• the conventions of courtesy and manners.• the importance of self-respect and how this links to their own happiness.• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.• what a stereotype is, and how stereotypes can be unfair, negative or destructive.• the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none">• 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 for others online including when we are anonymous.• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

	<ul style="list-style-type: none"> • how to critically consider their 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.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Physical Health and Mental Wellbeing

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others 'mental health and wellbeing • how to consider the effect of their online actions on others and know how to recognize and display respectful behaviour online and on the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted • That the internet can also be a negative place where online abuse trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks , including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.