



# **Brookfields School Relationships and Health Education Policy**

Adopted: January 2024

Brookfields School takes its responsibility to provide relevant, effective and responsible relationships education (RSE) and Health education to all its pupils as part of the school's personal, social and health education (PSHE) curriculum very seriously. The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and that it is safe to voice opinions and concerns relating to the sex education provision.

This policy has been developed in consultation with parents, pupils and staff from the school to ensure that it meets the school community. The policy is available on the school website and is reviewed and approved by the Academy Council bi-annually.

## **1. Policy aims**

Through the delivery of high quality, evidence-based and age-appropriate Relationships and Health Education, the school aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education the hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

## **2. Definition**

### **Relationships education**

Relationships education is about pupils being taught different relationships including about friendships, family and the people that can help them. Respect for others is also taught in an age-appropriate way with a focus on healthy relationships that pupils will encounter. This also applies to online relationships to ensure that children are safe when online and how others can use their information in a way that they may not expect.

This teaching will include different types of family that provide a nurturing environment for children, including for example single parent families, families headed by grandparents, adoptive parents, LGBT parents among others. The purpose of this is to ensure that there is no stigmatisation of different families and to show people come from different backgrounds.



### **3. Roles and responsibilities**

#### **Academy Council**

The Academy Council will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Headteacher to account for the implementation of the policy.

#### **Headteacher**

The school with support from the Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationships and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

#### **Staff**

Teachers will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

Where possible, any new topic in PSHE / RSE education should start by determining pupils' prior knowledge (This enables teachers to make more effective judgements about pupils' development and progression in learning).

#### **Parents**

The school expects parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

#### **Pupils**

We ensure that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships education or otherwise.



## 4. Implementation and curriculum

It is important that the school implement the Relationships and Health policy consistently and provide effective provision throughout classrooms. We encourage teachers to provide teaching and learning activities that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding Relationships and Health Education. It is important that pupils know the difference between fact, opinion and belief.

The Relationships and Health Education will be delivered in PSHE, Science, Computing and generally through daily input. We understand that different pupils of the same age may develop at different stages and staff will be able to plan provision to consider these differences. Appendix 1 sets out the themes that will be taught to pupils before the end of primary. Given the age of primary pupils, the focus of the curriculum is around relationships of pupils, with their family members, friends and online relationships.

The school wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. We believe that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered within science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education PSHE.

By the end of their primary education the school expects pupils to know the information set out in Appendix 2

### Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions and how to present more abstract / complex themes. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE Lead or FSW.

### Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should employ adaptive teaching methods to ensure that all members of the class can access the information fully, and this is no different when it comes to Relationships and health education.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- use of expert guest speakers such as school nurse, police liaison officer



- practical activities
- using video clips
- small group / individual activity

## **Withdrawal from RSE**

The school hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

## **Complaints**

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

## **Equal opportunities**

The School has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. Relationships and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy (found on school website).

## **Safeguarding and confidentiality**

We hope to provide a safe and supportive community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure will be followed. The Safeguarding and Child Protection Policy can be found on the school website.

## **5. Monitoring, review and evaluation**

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide Relationships Education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the curriculum yearly, and will inform parents of any revisions to the school policy or curriculum.



As a result of the curriculum, all children will understand the importance of PSHE & RSE, SMSC, British Values and the effects it can have on life in and out of school, this will be evident through termly pupil voice/ feedback and holistic learning . Progress and impact will be tracked through assessment such as Bsquared and also through observations, IEP's, learning walks and topic books. This enables us to identify future learning needs and what is working well and what is not. Progress may entail very small steps which are consolidated and then reinforced by re-visiting the childrens original learning.

We aim to monitor the effectiveness of our RSE provision through: termly/yearly feedback from pupils

- feedback from parents
- feedback from staff
- classroom observations.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

## 6. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

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Signed by

C. Williams Chair of Academy Council Date: 2.2.24

S. Ainsworth Headteacher Date: 2.2.24

**This policy will be reviewed bi-annually.**

Reviewed 01/26

Next review January 2028.

## Appendix 1 – Relationships education primary stage curriculum

<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> <li>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</li> <li>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</li> <li>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</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>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</li> <li>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</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>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</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the conventions of courtesy and manners</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>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</li> </ul>

	<ul style="list-style-type: none"> <li>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</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>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</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>how information and data is shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>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</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> </ul>

## Sex education

**The [National] Curriculum for Science covers:**

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and
- reproduction in some plants.

## Appendix 2 – Health Education Primary stage curriculum and outcomes

<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>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</li> <li>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</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>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)</li> <li>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</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits</li> <li>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 and physical wellbeing</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>why social media, some computer games and online gaming, for example, are age restricted</li> <li>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</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>where and how to report concerns and get support with issues online</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle</li> </ul>

	<ul style="list-style-type: none"> <li>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</li> <li>the risks associated with an inactive lifestyle (including obesity)</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>the principles of planning and preparing a range of healthy meals</li> <li>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)</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>the facts and science relating to allergies, immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>