



# **Dowson Primary Academy**

## RELATIONSHIPS AND HEALTH EDUCATION POLICY

September 2022

Review Cycle – 1 Year



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# Dowson Primary Academy

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### Relationships and Health Education 2020

Draft Review Consultation with parents, staff and children July 2022

Completed September 2022

Since September 2020 it has been a legal requirement for all schools to implement the **Relationships Education, Relationships and Sex Education (RSE) and Health Education** Statutory Guidance issued in June 2019.

**This policy supports the following Dowson Primary Academy policies:**

Behaviour and Discipline, Equality, Online Safety , Grief and Loss, PE, Prevent, Safeguarding and Child Protection, SMSC, Smokefree School

**This policy replaces the previous Wellbeing Policy which stated:**

*“At Dowson we strongly believe that in order for a child to reach their full potential in life we must also educate them on how to keep healthy both physically and mentally.*

*A great deal of this will be developing their awareness on health issues in order to help them make sensible choices and to help inform their decisions later in life.*

*There is ever increasing concern that children’s nutrition, physical activity and risky behaviours will have far reaching consequences on their health later in life. Many life threatening conditions related to poor diet, inactivity, drugs and alcohol misuse, sexual activity and poor mental health are sadly becoming more prevalent and we hope that through education we may be able to improve the long term outcomes for our children.”*

We are very proud that at Dowson Primary Academy we have always prioritised and been recognised for the quality of this important element of a child’s education long before it became a legal requirement.

### **Consultation and Communication**

It is a requirement within the new legislation that schools consult with Parents, Pupils and staff to ensure that in addition to delivering the statutory elements of the curriculum, the school considers specific topics to meet the experiences and needs of the children within the school’s community to help safeguard them both in the immediate and long term.

### **Parents**



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The initial parent consultation took place via survey monkey, unfortunately the planned workshop events were cancelled due to school's enforced closure due to Covid 19.

All comments within the survey specified coverage of topics already in the planned curriculum.

The curriculum for the year group will be shared with parents at the start of the academic year and parents are also informed by letter before certain aspects of the curriculum are taught.

We encourage parents to bring any concerns or questions to our attention, and are happy to discuss any aspect of the curriculum. We inform parents so that they have the opportunity to do so.

During summer Parent Transition Events parents will have the opportunity to review the policy and view curriculum coverage and lesson plans. Feedback will be actively sought at these events and considered as part of the annual consultation/review.

## **Pupils**

Due to lockdown restrictions it was not possible to consult with our pupils as planned in Summer Term. We sent out a Survey Monkey pupil survey, via parents, during lockdown but the response was very poor.

When all children are back in school we will survey their thoughts on what they feel they need to learn across the Key Themes.

Every Summer Term children will have the chance to review RHE through the Health and Safety Team and Pupil Voice activities.

## **Teachers**

Teachers were consulted with regards to existing provision and this was audited against the statutory curriculum. Teachers were also asked to consider any topics that are local to our school community. This consultation evidenced that provision was of a very high standard and only a small number of additions were needed to meet the requirements.

Teachers will be consulted in line with parent review each year during Summer Term.

## **Key Themes**

**Relationships Education** will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, school will cover how to treat each other with kindness, consideration and respect.



By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

**Health Education** aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

## Key Stages

The guidance has clear descriptors for each Key Stage which ensures lessons are age appropriate and are progression focused.



## Resources

School uses varied specialised and approved resources to deliver key areas of the curriculum. These include but are not limited to:

Tameside Public Health - Sex and Relationship Education Curriculum

Tameside Public Health - Drugs, Alcohol and Tobacco Curriculum

Tameside "Smoke Free Gates" lesson plans

PSHE Association lesson plans

British Red Cross

NSPCC

Barnados

Global Policing

Think u know

P4C (Philosophy for Children)

## Delivered by

Topics may be delivered by specialised agencies, teachers, Pastoral Manager or Inclusion Co-ordinator.

The Pastoral Manager and Inclusion Co-ordinator have access to high quality resources and training beyond the recognised curriculum coverage including Real Love Rocks, Understanding Public Health, Grief Recovery Method, Mental Health First Aid, Cancer Champion, Children's Nutrition and understanding Adverse Childhood Experiences. They have also completed Public Health Training for schools including the Sex and Relationship Education and Drugs, Alcohol and Tobacco curriculum in addition to extensive Safeguarding Training.

## Further Information on Specific Topics

### Sex and Relationships Education

It has become an increasingly important topic with the increase in accessibility to children via the internet and social media, that they understand language and risks in order to keep themselves safe and make sensible decisions.



It is also very important that children understand their bodies and what is appropriate so that they are able to alert a trusted adult if they are at risk.

Resources also include The NSPCC Underpants campaign and Barnados Real Love Rocks.

Healthy Relationships are also covered in SRE which ranges from being a good friend, falling outs, peer pressure, domestic abuse and Child Sexual Exploitation (CSE). Respect for diversity in family set ups and understanding homophobia is also covered in this topic. Relationship education is a vital aspect of the curriculum that helps children recognise danger signs (Red Flags) and how to raise a concern or a worry about themselves or others. It affirms that no child should be hurt, scared or over-powered by another child or adult and how to ask for help.

Sex Education lessons are not a compulsory element of the statutory guidance, however, it is recognised as a valued aspect of Relationship Education and an important safeguarding factor for many children.

Learning about this at this age helps them to be prepared for difficult situations, helping them understand consent and choice, how to protect themselves, recognise risky behaviours and make sensible choices.

Education at an early age has been a key aspect of the reduction of teenage pregnancies and cases of sexually transmitted diseases.

Sex Education lessons are delivered in gender groups.

Parents are always informed in writing before these lessons take place. However, sometimes staff may need to respond to an incident or discussion that has occurred either for an individual child or group of children.

It is strongly recommended that children are not withdrawn from this part of the curriculum for safeguarding reasons, parents with any concerns can speak to the Inclusion Co-ordinator, Class Teacher or Senior Leadership Team.

Specific Year Group Content:

Foundation Stage and recaps throughout Key Stage 1 – NSPCC Underpants Rule

Tameside Sex and Relationship Education Curriculum

<b>Year 1</b>	<ul style="list-style-type: none"><li>• Naming body parts</li><li>• People who look after us</li><li>• How and who to ask for help</li><li>• Secrets and surprises</li><li>• Special people (families, school and community)</li><li>• Rights and responsibilities</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• Keeping safe</li><li>• Secrets and surprises</li><li>• Respecting differences</li><li>• Physical contact</li><li>• Hurt – feelings and bodies</li></ul>



<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Secrets and surprises</li> <li>• Respecting differences</li> <li>• Physical contact</li> <li>• Hurt – feelings and bodies</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Feelings</li> <li>• Keeping safe online</li> <li>• Others who keep us safe</li> <li>• Physical contact</li> <li>• Confidential or a secret</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Peer and media pressure</li> <li>• Puberty</li> <li>• Contact</li> <li>• Nature and consequences of discrimination/bullying/ aggression (in person and online)</li> <li>• Challenging stereotypes</li> <li>• UN Rights of a child</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Feelings</li> <li>• Puberty</li> <li>• Human Reproduction</li> <li>• Mobile Phones – safety and responsibility</li> <li>• Relationships</li> <li>• Understanding unhealthy relationships and red flags</li> <li>• Protected characteristics</li> <li>• Stereotypes</li> <li>• Terms associated with sex, gender identity, sexual orientation</li> <li>• Recognising and challenging bullying</li> <li>• Personal boundaries</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Puberty</li> <li>• Unwanted touch</li> <li>• Managing images online and requests</li> <li>• Healthy/unhealthy relationships</li> <li>• Trust</li> <li>• Commitments – marriage, partnerships etc</li> <li>• British Law, human rights and culture</li> <li>• How media present information</li> <li>• Media image and information</li> </ul> <p>This will include what to do if abuse or FGM is suspected. It will also include the delivery of the Barnado's Real Love Rocks which is designed to prevent Child Sexual Exploitation.</p>



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Parents cannot withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If a parent does not want their child to take part in some or all of the lessons on Sex Education, they can ask that they are withdrawn. At primary level, the head teacher must grant this request. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Parents are invited to discuss any concerns and view the lesson plans.

## **Economic Wellbeing**

Has been included across the key themes and includes aspirations, understanding risks of gambling and financial responsibility. This area is widely recognised as impacting on both mental and physical health. These lessons are also aimed at ensuring a future of equality for all our children.

## **Physical Activity**

At Dowson we strongly encourage children to partake in physical activity and ensure there are a wide range of clubs and activities are available to all children to ensure they enjoy physical activity.

We also celebrate children's participation and achievements in activities out of school.

We advocate all forms of physical activity and help children understand the variety of activity – not just sports clubs. Playing in the garden, skipping, dancing, horse riding, walking the dog, family walks, building snowmen the list is endless.

During the school day children are encouraged to be physically active through P.E lessons, break and lunchtimes, treats wherever possible are activity based. Long periods of inactivity are broken up by short energizers to wake up the mind and body.

It is important to observe safety within school and sometimes the intensity of an activity will be limited due to the risk posed. For example, running on the Lower School Playground proves a serious risk as documented in Accident Records and is therefore not suitable at lunch or break, however children can skip, climb or take part in numerous games provided by adults and playleaders.

We are very lucky that we have extensive grounds and therefore physical activity is further enhanced by our Wild Side, Trimtrails, Outdoor Classroom, Bike Path, Woodland walks, Cross country course, Welly Walks and Forest Schools Programme.



## Healthy Eating/Drinking

Children are taught the importance of healthy choice and a balanced diet. This is in no way connected to weight loss or dieting. This is based on messages from Tameside Health and national organisations to ensure children have the correct nutrition and limit their intake of harmful sugars and fats.

Children will explore the effects of diet and drink on their physical and mental health, physical activity and oral health both in the short and long term.

School wherever possible ensure the healthiest option is available and also actively encourages water intake through water bottles and sugar swaps initiatives.

Children are taught how to cook and prepare food and the importance of hygiene.

Parents are asked to support children in this by:

Sending in healthy snacks

Providing water or juice in packed lunches

Providing a balanced packed lunch (this may include 1 small chocolate treat)

Not sending in sweets on birthdays, for snacks or in packed lunches

## Drugs and Alcohol

Education is provided on 2 levels.

Level 1 – is a universal approach across school to deliver age appropriate messages to children about the effects of drugs and alcohol. This includes smoking and medication. In year 6 this will also include provision from Global Policing who provide more in depth information to enable children to stay safe.

Level 2 – is a tailored intervention to meet the specific needs of a child. This might be because they have a greater awareness due to family use or community exposure. This may also be used if it is felt the child is at risk of experimenting or is using drugs or alcohol. This is a supportive package particularly effective in helping a child understand parental addiction, allowing the child to be more resilient and safe.

Specific Key Stage content:

Tameside Drugs, Alcohol and Tobacco education



<p>Key Stage 1</p>	<ul style="list-style-type: none"> <li>• Healthy lifestyle</li> <li>• Likes and dislikes/feelings</li> <li>• Emotional health</li> <li>• Consequences/impact of behaviour on others</li> <li>• Grief and loss</li> <li>• Medicines and household products</li> <li>• Who looks after us/special people and community</li> <li>• Safety</li> <li>• Recognise impact of behaviour</li> <li>• Respecting differences</li> <li>• Kindness and dealing with upset</li> <li>• Being unique</li> </ul>
<p>Key Stage 2 (lower)</p>	<ul style="list-style-type: none"> <li>• What affects physical, mental and emotional health</li> <li>• How to make informed choices</li> <li>• Balanced lifestyle</li> <li>• Emotions and control</li> <li>• Assessing risk</li> <li>• Independence</li> <li>• Peer and media pressure</li> <li>• Impact of commonly available substances</li> <li>• Responding to other people's emotions</li> <li>• Research, discussion and debates</li> </ul>
<p>Key Stage 2 (upper)</p>	<ul style="list-style-type: none"> <li>• Revisit Key Stage 2 as above with further discussion</li> <li>• Recognise transitions</li> <li>• Resilience</li> <li>• Safety – self and others</li> <li>• Red Flags and getting help</li> <li>• Habit</li> <li>• Healthy relationships</li> <li>• Confidentiality and secrets</li> <li>• Working towards goals</li> <li>• Respecting differences and protected characteristics</li> <li>• Dares</li> <li>• Responsibilities</li> </ul>

## Mental Health

Schools have an important role in de-stigmatising this subject and explaining that everyone has mental health and how this feels can vary day to day and can easily change according to personal circumstances.



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School works with Childline, Tameside and Oldham MIND and Healthy Young Minds in order to promote awareness around Mental Health. The Learning Mentor and Inclusion Co-ordinator focus on self-esteem, confidence, social skills, emotional control, bereavement support, anxiety and low mood through either individual, group, class and whole school work. They can also support parents with their child's or their own mental health needs and are able to signpost or refer for additional support if required.

The whole school has a compassionate approach to children, families and staff that encourages an open, caring and non-judgemental ethos enabling and empowering individuals to seek help when needed as a sign of strength.

Upper School Children will have a specific focus on Mental Health throughout their Circle Time Sessions with the Inclusion Co-ordinator. These sessions will include self-control, resilience building, goal setting and citizenship - how we care for ourselves, others, animals and our world.

### **Global Policing**

Global Policing deliver a ten-week behavioural-change project called Project Chameleon, which is run by recently retired police officers.

The project is aimed at those pupils in their latter two years of primary school, and looks at raising understanding of the implications of crime and social awareness of the young people taking part, by getting them to think differently about their behaviour and how it affects others.

Each of the 10 sessions looks at different social issues / crime issues:

- Choices and consequences
- Burglary, Robbery and Theft
- Vehicle crime and Road Safety
- Antisocial Behaviour
- Drugs
- Domestic Violence/Abuse
- Self Defence and Aggression
- Getting arrested
- Racism



· Weapons

This was previously delivered in year 5 or year 6. From Sept 2022 this will be delivered in Year 6 only.

## **Managing difficult questions**

During these topics children will often ask questions that go beyond what is set out in the curriculum. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information and therefore teachers will endeavour to answer any questions as part of a class discussion or individually if it is felt inappropriate for class discussion. Children are encouraged to ask questions in order to receive accurate information in a safe environment. Should a question raised by a child imply a concern around safeguarding the Child Protection and Safeguarding procedures will apply.

## **SEND**

School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can be a particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities.

## **Equality**

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation (collectively known as the protected characteristics). This also requires schools to teach in a non-discriminative way that does not discriminate or favour a particular characteristic, and so we endeavour to produce a curriculum that embraces diversity and reflects the modern world that we live in. It is an expectation that all schools teach pupils about LGBT at timely points throughout the curriculum. We aim to develop understanding, tolerance and acceptance of a wide range of differences, celebrating the uniqueness of people.

## **Monitoring and Review**

This policy is reviewed during Summer Term each year ahead of the new teaching year. Parents, pupils and staff will be included in the review process.