

Spring Hill Community Primary School – Relationships & Health Education

Our Schools Vision:

To be the best that we can be.

Our School Mission:

At Spring Hill we aim to ensure that every child is:

- A successful learner
- A confident individual
- A responsible citizen
- An effective contributor

From the Summer Term of 2021, the teaching of Relationship & Health Education (RHE) at Spring Hill Community Primary School will become compulsory and sit alongside the Personal, Social, Health, Emotional (PSHE) and Science Curriculum. Within Spring Hill, our approach will be one of ensuring that our learners are provided with the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends; how to treat each other with kindness (developing and maintaining positive relationships and dealing with negative relationships) and recognising the difference between online and offline friendships. We will teach this aspect within the context of our aims and values which is part of our wider Spiritual, Moral, Social and Cultural Education (SMSC).

Puberty Education will be taught no earlier than Year 5 and this will be in line with the statutory National Curriculum for Science. Its aim is to inform and educate children so that they are aware of the changes that will happen to them. Boys and girls will be taught separately and sessions will only cover the changes to body and hygiene. Spring Hill Community Primary School will not engage with the optional curriculum for Sex Education.

Within our school communities (and in line with statutory DFE Guidelines) PSHE and RHE Programmes of Study are designed to help children from all backgrounds build positive and safe relationships, to thrive in modern Britain, to make a positive contribution to society and reflect the British Values of democracy, rule of law, individual liberty, mutual respect, and tolerance. Educating children about different types of families, including but not limited to single parent and same-sex parent families, will be covered when appropriate, for instance when this is applicable to a child's individual circumstances. The curriculum will not promote or actively encourage any single lifestyle over another, but will help children to understand and respect the diverse nature of the communities they are part of, thus preparing them for life in a global Britain.

Addressing any behaviours which involve the use of homophobic or transgender bullying or swearing will be dealt with under the behaviour policy of school. A member of staff (teacher or SLT) will contact parents to inform them of the nature of the behaviours that have occurred and the actions to be taken by the school.

In addition to the consultation with stakeholders, Faith and Community Leaders, as representatives of our School Communities have also been consulted. This Policy will be available to parents and carers through the Website.

Consultation has taken place	The school workforce	Governors	Families
	Date: Sept 2020	Date: Jan 2021	Date Mar 2021
Date formally approved by Governors:			
Date policy became effective:		Review Date	
Person (s) responsible for implementation and monitoring			

We have developed our own curriculum based on the National Curriculum statutory guidelines. It is important to note that the curriculum is clearly mapped out to ensure that sensitive topics are taught in an age appropriate way with clear progression. In addition, we will ensure RHE (Relationships and Health Education) is matched to the needs of our pupils by taking into account the emotional maturity of the pupils and pitching lessons appropriately.

What is Relationship & Health Education (RHE)?

Effective RHE is essential if young people are to make responsible and well-informed decisions about their lives. The objective of relationship education is to help and support young people through their physical, emotional and moral development. It will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Objectives of Relationship Education at Spring Hill

- starts early and is relevant to pupils at each stage in their development and maturity
- builds an effective partnership between home and school
- allows sufficient time to cover a wide range of topics
- is inclusive of difference and challenges stereotypes and prejudice
- respects the views of other people
- develops an awareness of personal safety including what they should do if they are worried
- ensures that all children are assertive and have the confidence to say and do what is right
- understands the dangers associated with online technologies and develop strategies to keep safe
- contributes to a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence
- promotes positive relationships with others, involving trust and respect
- recognises the importance of a committed, long-term, and loving relationship and the importance of family life
- learn the importance of self-control and cope with the influences of their peers and the media
- challenges body image and stereotypes, particularly in the media, and promotes respect and care for their bodies
- includes the acquisition of medically and factually correct knowledge
- prepares them for puberty and adulthood
- helps pupils gain access to information and support
- uses active learning methods - is rigorously planned, assessed and evaluated
- ensures children's views are actively sought to influence lesson planning and teaching

Why is Relationship Education important?

High quality relationship education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- RE plays a vital part in meeting schools' safeguarding requirements. We will offer a preventative programme that enables pupils to learn about safety and risks in relationships.
- Learners will be encouraged to talk to their parents and carers.
- Learners will be prepared for the experiences, opportunities and challenges of everyday life through discussing issues at an age appropriate level.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty and they will learn about different relationships.

Preventative Curriculum

Schools are seen as having an important role in the delivery of the preventative curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still underreported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues. This supports the preventative curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

We provide children with the skills to recognise abusive behaviour and understand that abusive relationships are never acceptable or right. We support our children by:

- Introducing a whole school ethos that demonstrates that abuse in all its different forms is unacceptable
- Responding to disclosures and child protection concerns quickly and efficiently
- Promoting a listening school ethos
- Offering appropriate support for children and staff dealing with abuse
- Offering children opportunities to build self-esteem and confidence and to develop respectful relationships
- Working with outside providers to develop a broad range of curriculum enhancement activities
- Highlighting children's rights

Class teachers teach RHE through different aspects of the curriculum. While we carry out the main relationship education teaching in our PSHE curriculum, we also teach some relationships education through other subject areas (for example Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding. All maintained schools must teach the following as part of the National Curriculum for Science. At Key Stages 1 and 2, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum.

Tricky Questions

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject, there may be times when children ask questions out of the context of a planned session. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for RHE. If children do ask about issues linked to topics, they will be dealt with appropriately and sensitively.

There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own, later or refers them to speak to their parent. Given the ease of access to the internet, experience shows that children, whose questions go unanswered, may turn to inappropriate sources of information.

Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of RHE.

The Role of Parents and Other Professionals

The school is well aware that the primary role in children's relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting these objectives, we will:

- inform parents about the RE policy and practice
- answer any questions that parents may have about RE
- take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school
- seek the views of parents and encourage them to be involved in reviewing the RE policy
- inform parents about the best practice known with regard to relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents do not have the right to withdraw pupils from Relationships Education – Spring Hill Community Primary School will not to engage with the non-statutory primary school Sex Education Curriculum. Where children ask questions which go beyond the coverage of the statutory Science and Health Education syllabus, staff will not immediately answer this, instead referring the matter to parents as described in the 'Tricky Questions' section.

We encourage other valued members of the community to work with us to provide advice and support. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with relationship education programme. We believe that visitors should complement and never substitute or replace planned provision and it is the PSHE Subject Leader and class teachers' responsibility to plan the curriculum and lessons

How is PSHE and RE taught?

PSHE and HRE will be taught according to the consistent and systematic pedagogical identified through School.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through appropriately differentiating the curriculum and support offered to these children.

Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access RHE and PSHE education provision

We promote social learning and expect our pupils to show a high regard for the needs of others by ensuring that everyone has a right to be listened to.

We will use RHE and PSHE as a vehicle to address diversity issues and to ensure equality for all by ensuring that we break down misconceptions, prejudices and behaviours.

Monitoring and Review Monitoring is the responsibility of the Head teacher, named Governor and Subject Leader with responsibility for RE and PSHE. The Curriculum Committee of the governing body monitors our Policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Parents are invited to workshops where we share the PSHE and RE policy, curriculum content and resources. The committee gives serious consideration to any comments from parents about the Relationships Education Programme. The effectiveness of the RE programme will be evaluated by assessing children's learning and implementing change if required. Pupil voice will be influential in adapting and amending planned learning activities. Staff also complete an evaluation form annually which the Subject Leader analyses and shares with senior leaders.

Year group coverage

Year	PSHE – Relationship education, including staying safe (safeguarding welfare of children)	Science (statutory from the National Curriculum 2014)
R	Relationships - Expressing and moderating feelings, building relationships	n/a
1	Relationships – ourselves, families, groups we belong to (community), families Staying safe –people who help us, online-safety	Identify, name draw and label basic parts of the human body
2	Relationships – loneliness, arguments, bullying, respect for others Staying Safe – rules and risks, on-line safety	Growth and staying healthy
3	Relationships – positive friendships, dealing with arguments and bullying. Staying Safe – recognising hazards, hazards, medicine & household products, on-line safety	
4	Relationships – respect for self and others, courtesy, safety & human rights Staying Safe – local environment, managing risk, on-line safety	
5	Relationships – Friendships, becoming independent, online safety. Staying Safe - Personal attributes, 1 st Aid	Human Life Cycles – birth to old age Reproduction in mammals and plants

6	Relationships – changing friendships, changes to bodies during puberty*, independence Staying Safe – Taking responsibility, on-line safety	Evolution and Inheritance
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***The teaching of changes during puberty can be moved to Year 5 depending on the needs and maturity of the cohort. This will be a class teacher, subject leader and SLT decision**