

# Strike Lane Primary School



## Relationships and Health Education Policy

Policy Review	Date	Personnel
Created	May 20	HT/ FLM
	Sept 22	HT/FLM

## **What is Relationships and Health Education?**

**Strike Lane School currently provides Relationships and Health Education (previously known as PSHE -Personal, Social and Health Education) in all year groups across the school in order to:**

- enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.
- teach pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- Learn about and understand aspects of their local community and the wider world to enable them to grow up with as confident, independent adults.

From September 2020 many aspects of the Relationships and Health Education curriculum taught in schools, including Strike Lane, became compulsory. The compulsory elements for primary schools are relationships and health education (physical and mental health).

From September 2020 Sex Education became compulsory in secondary schools but remains the choice of primary schools as to whether this is appropriate for their children or not. Schools must consult with parents on their views and these are taken into account. However, the ultimate decision rests with the governing body and the headteacher as to whether sex education is to be taught in a primary school.

At Strike Lane a parental consultation took place in February 2020 and the decision was made not to teach sex education (apart from the compulsory elements required in the science national curriculum). Parents are not permitted to remove their children from any elements of Relationships and Health Education but may request at any time to view resources which are being used as part of their child's learning. A whole school overview of the Relationships and Health Education Curriculum can be seen on the school website. The school informs parents when sensitive aspects of the school's programme are taught (such as puberty) and provides opportunities for parents to discuss the content of the lessons and to view the resources being used.

### **Legal Requirements**

Strike Lane Primary School has a statutory duty to teach the following as part of the National Curriculum Science Orders. Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

#### **Key Stage 1**

- Notice that animals, including humans, have offspring which grow into adults.
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Pupils will be taught the anatomically correct names for external sex organs – we believe that this also forms an important part of keeping children safe, so that children have the terminology they need to make any disclosures of inappropriate contact.

## **Key Stage 2**

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind but normally offspring vary are not identical to their parents.

### **Aims and Objectives**

The objectives of Relationships and Health Education at Strike Lane Primary School are:

- To enable our pupils to make responsible, informed and healthy (both physical and mental) decisions about their lives, both now and in the future.
- To teach pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

There are three main themes to our Relationships and Health Education programme:-

- Health and Wellbeing (physical and mental),
- Relationships
- Living in the Wider World (including economic wellbeing and aspects of careers education)

### **Equality and Diversity**

- At Strike Lane Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Teaching and resources will be differentiated as appropriate to address the additional needs of individual children where necessary in order for them to have full access to the content of Relationships and Health Education.

### **Policy and Practice**

- The Senior Leadership Team and Mrs Bamber (Family Learning Mentor) have overall responsibility for the provision of the curriculum, for monitoring developments within Relationships and Health Education and for recommending to governors any amendments that is felt necessary and appropriate.
- Relationships and Health Education is not a discreet subject in Early Years Foundation Stage but is developed throughout all provision through the prime learning area of Personal, Social

and Emotional Development and also the specific area of Knowledge and Understanding of the World.

- Children in Key Stage 1 and Key Stage 2 will access weekly sessions in Relationships and Health Education as shown in the curriculum overview for the whole school and their year group. All three elements of Health and Well-Being, Relationships and Living in the Wider World will be taught across the each school year. The themes of these will, wherever possible, be linked with the wider curriculum and will be supplemented by additional assemblies, visitors, learning programmes and resources. The curriculum will be updated and supplemented as more material becomes available.
- The school will inform parents when sensitive aspects of the school's programme are taught (such as puberty) and provides opportunities for parents to discuss the content of the lessons and to view the resources being used.
- The children will be taught in both single and mixed gender groups as appropriate.
- All visitors to school who are supporting the Relationships and Health Education curriculum will have liaised with a relevant member of staff about the content, delivery and resources to be used in the lesson. All safeguarding procedures identified in our Visitors Policy will be followed.
- Ground rules are essential to every lesson and will be established at the beginning of the school year and referred back to during lessons.
- Opportunities will be provided for pupils to discuss issues in small groups as well as sharing views with the whole school.
- Children will be provided with access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form)
- Adults will be cautious about expressing their own views bearing in mind that they are in an influential position and must work within the school's Code of Conduct and Safeguarding Policies
- Adults will be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues
- If questions are asked by children outside the RHE Programme, the RHE teacher will use their discretion in answering them in an appropriate manner and at an appropriate and suitable time. Boxes are provided for all children to place questions or concerns that they may have.
- Adults will make pupils aware of reliable sources of support both inside and outside the school
- Teachers will use a range of informal assessment procedures and evidence to determine progress of children and also in order to adapt planning and lesson delivery. Assessment will take place at the beginning and end of units of work Initial assessment activities may include discussions, questioning, quizzes, questionnaires, role-play, brainstorming, mind maps, storyboards, cartoon strips. End of unit assessments may include presentations blogs or podcasts, producing resources for a specific audience, leading a discussion or learning activity with younger pupils or completing a journal, diary or log demonstrating particular skills or attributes

### **Dealing with difficult questions.**

- Boxes are provided for all children to place questions or concerns that they may have. If a question is not seen as appropriate to answer in front of the whole class the teacher may speak

to the child individually about their concern or question or discuss this with a parent depending on the nature of concern.

- Where questions lead to a safeguarding/child protection concern this will be shared with the DSL as soon as possible, and in the case of serious concern, immediately in person.
- Adults will not dismiss any tricky questions (even if they suspect they are designed to embarrass the teacher) as this may dissuade others from asking genuine questions. The response to the pupil can be dealt with individually at a later time.
- Adults may buy time and inform the child that they have asked an interesting question and need time to find more information.

Further advice for teachers can be sought from the PSHE Association document- Handling complex issues safely in the PSHE classroom.pdf

### **Child Protection / Confidentiality**

Teachers need to be aware that effective Relationships and Health Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the DSL in line with the Safeguarding Policy

A member of staff cannot promise confidentiality if concerns are raised.

### **Sexualised Behaviours**

Whilst we are not teaching Sex Education at Strike Lane occasionally, children have been known to exhibit sexualised behaviour within school. We provide support for the children and families to enhance their learning around this subject. All staff has access to the Brook Traffic Light Tool which highlights certain sexualised behaviours. The website can be accessed via <https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>.

Brook say “Our highly acclaimed Sexual Behaviours Traffic Light Tool supports professionals working with children and young people by helping them to identify and respond appropriately to sexual behaviours.

The tool uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour

By categorising sexual behaviours as green, amber or red, professionals across different agencies can work to the same standardised criteria when making decisions and can protect children and young people with a unified approach.

Professionals who work with children and young people have told us they often struggle to identify which sexual behaviours are potentially harmful and which represent healthy sexual development.”

### **Monitoring and Evaluation**

Monitoring is the responsibility of the Head Teacher, Senior Leadership Team, Family Learning Mentor and Governors.

The effectiveness of the Relationships and Health Education Curriculum will be evaluated by assessing children's learning and understanding, facilitating pupil discussions and feedback and responding to parental and staff feedback. Change will be implemented as and when required.

This policy document will be available to parents via the school website

This policy is linked with the following policies:-

Equality, Child Protection, Behaviour and Anti Bullying.

**This policy will be reviewed in September 2023**