



South East Cornwall Multi Academy Regional Trust

Relationships & Health Education Policy

Landulph Primary School

Date	Changes
14/10/19	Initial draft written by Steve Green with advice from LCA PSHCE Co-ordinator
15/10/19	Drafted in to SMART policy style
29/04/20	Landulph draft written by Karen Ball, will be finalised following parent/staff and governor consultation
01/07/20	Adopted by Landulph LGC

Adopted Date: July 2020

Review Date: July 2022

Contents

Introduction	3
Rationale and Ethos	3
Roles and Responsibilities	4
Legislation	5
Curriculum design	5
Safe and effective practice	6
Safeguarding	7
Engaging stakeholders	7
Right to withdraw	7
Monitoring, reporting and evaluation	8
Policy adoption and policy review date	8
Annex A	9
Annex B	12

Introduction

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives.

Relationships and Health Education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of this subject can help prepare pupils for the opportunities, responsibilities and experiences of adult life. Relationships and Health Education can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Sex Education is taught as part of the Science National Curriculum and therefore does not form part of this policy.

Rationale and Ethos

This policy covers Landulph's approach to Relationships and Health Education. It was produced by Mrs Karen Ball through consultation with parents, staff and governors. Our Relationships and Health Education programme will be integrated within our broad and balanced curriculum.

Relationships Education is compulsory in all primary schools. We define Relationships Education as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. It is lifelong learning about physical, moral and emotional development. It is the understanding of the importance of stable and loving relationships, respect, love and care.

Health Education is compulsory for all schools. We define Health Education as developing and understanding of mental and physical wellbeing and how to recognise and achieve this and to recognise when things are not right and where to turn for support and guidance. This includes the impact of the internet and online activities, the importance of diet and exercise and prevention of illnesses and disease, as well as the fundamentals of first aid and understanding the development of the adolescent body, including menstrual wellbeing.

Age-appropriate Sex Education is an important aspect of primary school education and this is taught through the Science National Curriculum. It is not compulsory for primary schools to teach Sex Education beyond what is delivered through the Science National Curriculum, and therefore Sex Education does not form part of this policy, although it does integrate with our Relationships and Health Education and wider Personal, Social, Health and Economic (PSHE) programmes.

We will ensure that our Relationships and Health Education programme is accessible to all pupils and we recognise that pupils with special educational needs and disabilities (SEND) may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will tailor their learning accordingly.

We will take into account the religious background, age and maturity of pupils when planning our teaching and in the materials we use.

We view a partnership of home and school as vital in providing Relationships and Health Education and understand that Relationships and Health Education is the right and responsibility of the parent/carer. Landulph provides Relationships and Health Education to support parents/carers in fulfilling their responsibility. The role of parents/carers in the development of their children's understanding about relationships is vital. Parents/carers are the first teachers of their children. Parents/carers have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The aims of Relationships and Health Education at Landulph are:

- to enable our pupils to better understand the nature of human relationships;
- to enable pupils to see the importance of and stable loving relationships for the bringing up of children;
- to prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of transition from childhood to adulthood,
- to provide our pupils with an understanding of the importance of physical and mental wellbeing and how this might be achieved.

We believe Relationships and Health Education is important to our pupils and our school to enable the development of:

Attitudes and values:

- learning the importance of values and individual conscience and moral consideration;
- learning the value of family life and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision making.

Personal and social skills:

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding:

- learning and understanding physical development at appropriate stages;
- understanding human reproduction, emotions and relationships (elements of this are taught through the Science National Curriculum).

Roles and Responsibilities

The Relationships and Health Education programme will be led by Mrs Karen Ball. It is taught by all class teachers and supported by the teaching assistants. All staff are responsible for teaching about and modelling good relationships within Landulph. Much of the general work at our school is based on good relationships, and in this regard

Relationships and Health Education is supported by Landulph's Behaviour Management policy.

Age-appropriate Sex Education at this Academy is the responsibility of the teaching staff to deliver against the National Curriculum Science Order according to the Scheme of Work. We do not deliver Sex Education beyond the Science National Curriculum.

Legislation

The [Department for Education statutory guidance](#) states that, from 2020, all primary schools must deliver Relationships Education and Health Education.

Curriculum design

The content of our programme is based on the National Curriculum Science Order, and the Department of Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019. Landulph recognises that Relationships and Health Education must be taught at both Key Stages and appears in each Year Group's PSHE programme. Our prospectus clearly states that Relationships and Health Education will be part of the PSHE programme.

We will ensure that Relationships and Health Education meets the needs of our pupils by tailoring the 1 decision programme across our rolling programme. We will ensure that it is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE).

Pupils will mainly be taught in their class groups. Single gender lessons will be used as deemed appropriate by the school. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy

Active learning will take place by:

- discussion
- drama and role play
- research and presentation

Teachers will also use other teaching methods to enable students to learn about Relationships and Health Education, which are age-appropriate, taking into account the developmental needs of individual students. Parents/carers are welcome to discuss with teachers their approach to Relationships and Health Education, and the methods of teaching and learning to be used. Landulph uses a wide variety of resources, including DVDs and online resources. Parents/carers are welcome to view these materials to support the sex education of their children in the home context. Books used to support Relationships and Health Education are also found in the school library, and pupils may borrow them when and as need occurs. Resources used by Landulph are produced for schools by educational publishers, and are intended for pupils in the light of best current research into Relationships and Health Education.

For example - External visitors (e.g.NSPCC), the Christopher Winter Project resources, Channel 4 DVD series (Living & Growing), Cornwall Council RSE resources (due for release in September 2020), themed days and weeks (e.g. online safety, anti-bullying) and assemblies also support the quality of our curriculum offer.

Regular assessment will be made to assess changes in pupil's knowledge, attitudes and skills at the end of each Relationships and Health Education module. Teachers will report to parent/carers in the spring term about effort and attainment in PSHE, to include RHE, their ability to express opinions, participation and understanding.

Annex A lists what pupils will have learned through our Relationships and Health Education programme and through the Science National Curriculum by the end of primary school.

Annex B demonstrates how the 1 decision materials that we use link to the DfE and PSHE association guidance

Safe and effective practice

We will ensure a safe learning environment by teachers and students agreeing to the ground rules. These are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers may use an anonymous question box as a distancing technique.

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about Relationships and Health Education and about Sex Education through the Science National Curriculum. The following are protocols for discussion-based lessons with students:

- no-one (teacher or pupil) will have to answer a personal question;
- no-one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions, and may say that the appropriate person to answer that question is the parent/carer.

Safeguarding

Teachers are aware that effective Relationships and Health Education, which brings an understanding of what is and what is not appropriate in relationship, can lead to a disclosure of a child protection issue. Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the Landulph Safeguarding policy in this matter to the letter. Teachers will be clear that they cannot be totally confidential, and that if a pupil makes a disclosure that indicates that child abuse is taking place, the teacher is bound by law to refer that pupil to the designated person in school giving a value free report of the disclosure.

From time to time as part of a planned unit of work, Landulph will invite in local experts, on issues relating to Relationships and Health Education, as well as using health and other professionals associated with the school. All of our associate health and other professionals and visitors will be asked to conform to the following:

- visitors contributing to Relationships and Health Education will do so at the invitation of the school and will be qualified to make an appropriate contribution;
- visitors must agree with the aims of Landulph in delivering its policy on Relationships and Health Education;
- when in class visitors will be supervised by a teacher, who will be present at all times;
- visitors will follow our safeguarding and child protection procedures if a disclosure occurs within the classroom setting;
- visitors will know and understand where their contribution fits into our programme for Relationships and Health Education and PSHE.

Landulph provides services for its pupils. These services are provided by health and other professionals attached to the school. These services are advertised throughout the school, and parents/carers may also contact these services by making an appointment through the school office.

Engaging stakeholders

Parents/carers can find Landulph's latest Relationships and Health Education policy on our website or by contacting the school office. We are committed to working with parents/carers to ensure that they are fully aware of what is being taught through termly topic webs, newsletters and provide additional resources when necessary or if requested. *Parents/carers of pupils in Year 5 and 6 will be notified by letter about what their child will be learning by way of Sex Education through the Science National Curriculum in Key Stage 2.* As part of our whole school approach to Sex Education, parent/carer information sessions and opportunities for parents/carers to view the materials and resources used will be arranged prior to the unit being taught. Parents/carers wishing to see the Relationships and Health Education or Sex Education programme, the materials used and/or the PSHE scheme of work may do so by contacting their child's teacher.

Right to withdraw

Parents/carers have the right to withdraw pupils only from Sex Education in primary schools that is not part of the Science National Curriculum; our Academy does not deliver any Sex Education beyond the Science National Curriculum.

Parents/carers do not have the right to withdraw pupils from Relationship Education or Health Education.

Monitoring, reporting and evaluation

Relationships and Health Education will be monitored by the lead, Mrs Karen Ball. It is her responsibility to:

- ensure that Relationships and Health Education occurs in Landulph's curriculum according to the schemes of work for PSHE;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of Landulph's programme.

Mrs Karen Ball will have allocated time to monitor and evaluate Landulph's Relationships and Health Education programme, as it occurs in the schools schemes of work for each Key Stage. Teachers will critically reflect on their delivery of Relationships and Health Education through staff meetings and lesson feedback sessions. Pupils will have opportunities to review and reflect on their learning in lessons by using the resources provided by 1decision.

Policy adoption and policy review date

This policy was adopted by the Local Governing Committee in July 2020.

It will be reviewed in the summer term of 2022 and then every two years.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

In reviewing our policy, we will consult the following groups:

- parents/carers;
- staff;
- governors;
- pupils.

This will ensure that it continues to meet the needs of pupils, staff and parents/carers and that it is in line with current Department for Education advice and guidance.

Annex A

What pupils will have learned through our Relationships and Health Education programme and through the Science National Curriculum by the end of primary school.

1. By the end of primary school, pupils will learn the following as part of Relationships Education:

Families and people who care for me:

- 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:

- 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:

- 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:

- 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;
- 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:

- 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.

2. By the end of primary school, pupils will learn the following as part of Health Education:

Mental wellbeing:

- 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.

Internet safety and harms:

- 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 and physical wellbeing;
- 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;
- 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:

- 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:

- 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:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention:

- 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:

- 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.

The changing adolescent body:

- understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes;
- understand about menstrual wellbeing including key facts about the menstrual cycle.

3. By the end of primary school pupils will learn the following as part of the Science National Curriculum:

Key Stage 1:

- identify, name label and draw the basic parts of the human body and say which part of the body is associated with which sense;
- notice that animals, including humans, have offspring.

Key Stage 2:

- identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food;
- identify that humans and other animals have skeletons and muscles for support, protection and movement;
- describe simple functions of the basic digestive system in humans and identify the different types of teeth and their simple function;
- describe the changes as humans develop to old age;
- describe the differences in the life cycles of a mammal, amphibians, insects and birds and some plants;
- identify and name the parts of the human circulatory system and describe the functions of the heart, blood vessel and blood;
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function;
- describe the ways in which nutrients and water are transported within animals, including humans.

Annex B

Add link to 1 decision mapping document (when I have uploaded it on the website)