



*At Ashfield Valley we care for and value every child in a nurturing, inclusive environment.
All members of our school community will work hard to ensure that every pupil achieves their full potential and has the opportunity to shine.*

Relationships and Health Education Policy

Reviewed: June 2024
Date of next review: June
2025

This policy has been written in line with new government guidance, stating that Relationships and Health Education (formerly known as PSHE) is to become statutory in all schools from September, 2020.

Relationships and Health Education is defined as putting in place the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and how to live in the wider world.

OVERVIEW

At Ashfield Valley Primary School, we enable the development of the whole child in a caring and positive environment. We want individuals in school to feel valued and respected, to feel that their voices are heard and that their differences are celebrated. We want to promote tolerance, empathy and understanding. Every child matters at Ashfield Valley Primary School.

In our school, effective health and relationship education is seen to be essential if young people are to make responsible and well-informed decisions about their lives. It will be part of lifelong learning about physical, moral and emotional development. It will be about the understanding of the importance of stable relationships for family life, respect, love and care. There will be lessons on the changes in the body that occur during puberty, which parents can currently withdraw their children from.

THE EQUALITY ACT 2010

The Equalities Act 2010 has 3 main aims. It requires public bodies to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment, victimization and any other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations between those who share a protected characteristic and those who do not share it.

Specific duties require schools to:

- a) Publish information to demonstrate how they comply
- b) Prepare and publish equality objectives

OBJECTIVES

1. To ensure pupils know what is meant by respect, that they should be respected by others and ways in which they can show respect back.
2. To know how to form effective friendships and recognize the qualities of a good friend.
3. To recognize the importance of loving relationships and family life.
4. To recognize similarities and differences between themselves and their peers and to understand that they are all equal.
5. To help pupils understand what stereotyping and prejudice are and challenge assumptions based on gender, ethnicity, religion, age or any other characteristic.
6. To understand that there are different types of families.
7. To recognize changes from young to old.
8. To understand how to look after their bodies and keep clean.
9. To understand that we also need to look after our mental health and to be given strategies to help with this.
10. To prepare pupils for the physical and emotional changes that happen at puberty.
11. To understand what consent is and that it is not ok to do something without consent.
12. To understand that they do not always have to carry out an instruction that someone has asked them to and they can say no and seek help if they are not comfortable with the situation.
13. To recognize how to stay safe online and what to do when they are concerned.
14. To recognize that not everything on the internet is the truth.
15. To recognize people they can talk to and agencies they can access for support.

STRATEGIES

1. Learners will be taught the value of friendships and positive relationships. Kindness, care for others and tolerance are promoted throughout all of school life.
2. Learners will be taught about the nature and importance of loving families in which to bring up children. Learners will also be taught that there are strong and mutually supportive relationships outside marriage.
3. Learners will be taught the significance of loving families as key building blocks of community and society.
4. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.
5. Learners will be given accurate information. This will help when developing skills to enable them to understand difference, respect for themselves and others. This process is also essential in preventing and removing prejudice.
6. Relationships Education will contribute to the promotion of the spiritual, moral, cultural, mental and physical development of pupils at school and of society. It will prepare pupils to meet the opportunities, responsibilities and experiences of adult life.
7. It will enable young people to mature, to build up their confidence and self-esteem. It will help them to acquire the knowledge and skills which are so vital in preparing them to face the many conflicting pressures on young people in today's society.

8. There will be a graduated, age-appropriate, program of Relationships and Health Education. Teaching methods will take account of the developmental differences of children.
9. Support will be sought from the school nurse. When the older children are taught about puberty, they will be taught in gender groups. There will be parents' meetings held annually if parents wish to know what their children are being taught about puberty.

RELATIONSHIPS AND HEALTH EDUCATION IN THE CURRICULUM

Relationships and Health Education will be taught by class teachers or teaching assistants at school. Overviews of what will be taught, lesson plans and resources are available to parents who would like to see them. Although parents can look at lesson plans and resources, they cannot withdraw their child for Relationships and Health Education lessons, with the exception of the puberty sessions taught by the school nurse.

From nursery – year 6, school will be using the 3D Dimensions PSHE scheme for RHE lessons. These cover the objectives outlined previously, taking into account the age of pupils and their emotional maturity. The lessons can be differentiated for pupils with SEND.

Foundation Stage

Children will learn about the concept of male and female and about young animals. They develop skills to form friendships and think about relationships with others. They will learn the vocabulary to describe their feelings and understand that others have different feelings. They will also be taught about healthy lifestyles. There are a set of picture books that go alongside the Reception lessons, which parents can ask to come and look at if they wish.

Key Stage 1 and 2

Many elements of the curriculum will be taught through Science. Below is an overview of what children will be taught in Key Stages One and Two, in Science, where it is relevant to this policy, and in Relationships and Health Education.

Key stage one	
Science	Relationships Education
Pupils will be taught: <i>Life processes</i> <ul style="list-style-type: none"> ○ That animals, including humans, move, feed, grow, use their senses and reproduce. 	Pupils will be taught: <i>Developing a healthy, safer lifestyle</i> <ul style="list-style-type: none"> ○ About the process of growing from young to old and how people's needs change. ○ The names of the main parts of the body.

<p><i>Humans and other animals</i></p> <ul style="list-style-type: none"> ○ To recognise and compare the main external parts of the bodies of humans and other animals. ○ That humans and other animals can produce offspring and that these offspring grow into adults. 	<ul style="list-style-type: none"> ○ Rules for, and ways, of keeping safe...and about people who can help them stay safe. <p><i>Developing good relationships and respecting the differences between people.</i></p> <ul style="list-style-type: none"> ○ To recognise how their behaviour affects other people ○ To listen to other people, and play and work co-operatively. ○ To identify and respect the differences and similarities between people. ○ That families and friends care for each other. ○ That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.
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Key stage two

Science	Relationships Education
<p>Pupils will be taught:</p> <p><i>Life processes</i></p> <ul style="list-style-type: none"> ○ That the life processes common to humans and other animals include nutrition, movement, growth and reproduction. <p><i>Humans and other animals</i></p> <ul style="list-style-type: none"> ○ About the main stages of the human lifecycles. 	<p>Pupil will be taught:</p> <p><i>Developing confidence and responsibility and making the most of their abilities.</i></p> <ul style="list-style-type: none"> ○ To understand that as people grow up, their emotions can change and how to deal with their feelings towards themselves, their family and others in a positive way. <p><i>Developing a healthy, safer lifestyle.</i></p> <ul style="list-style-type: none"> ○ *About how the body changes as they approach puberty (taught by the school nurse in separate puberty lessons) ○ To recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable and unacceptable. ○ That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. ○ Keeping their bodies clean and healthy ○ Ways to promote good mental health

	<p><i>Developing good relationships and respecting the differences between people.</i></p> <ul style="list-style-type: none"> ○ That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their point of view. ○ To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. ○ To recognise and challenge stereotypes. ○ That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. ○ Where individuals, families and groups can get help and support.
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A letter will be sent before puberty talks are given, and parents have the option to withdraw from these. Parents do have the option to withdraw children from some parts of the relationships and health lessons, but not from science lessons as these are statutory. Parents can see the head teacher if they have any concerns.

AWARENESS OF TECHNOLOGY

From the Foundation Stage, children will also be taught the importance of keeping themselves safe online. They will be told how to report anything that they see online that upsets or worries them. It is important that parents work with the school on this, and that parents are aware of online dangers. Children will be taught that people are not always who they say they are online and how to deal with cyber bullying. The school recognises that as children move on to high school, they will conduct much of their social lives online and that this is unavoidable. School will promote the positive role of technology in our modern lives, as well as ensuring children are aware of the negatives.

PARENTS

The school is well aware that the primary role in children’s relationships and health 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 this objective we:

- Inform parents about the school’s relationships education policy and practice
- Answer any questions that parents may have about the relationships and health education of their child
- Give parents access to lesson plans and resources which will be used in lessons if parents wish to see them.

CHILD PROTECTION

Teachers need to be aware that effective relationships 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 Head teacher /Designated Child Protection person in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

All staff have an awareness of safeguarding procedures. (See policy)

STAFF SUPPORT AND DEVELOPMENT

The school will be using the 3D Dimensions scheme of work for RHE. All classes will be using this scheme, which includes lesson plans and resources to help staff. Any staff members requiring support can come to the RHE lead for advice. Further training will be offered if necessary.

GUIDANCE ON DIFFICULT QUESTIONS

It is recognised that when encouraged to join in with discussion, present opinions and ask questions, children may ask some difficult questions which staff might be unsure about answering. In most cases, questions should be answered openly and honestly in simple terms, using age-appropriate language and not giving any more information than the child has asked for. A member of staff might feel that the question is unsuitable for the whole class and answer it on an individual basis, and some might require a measured response to the maturity and level of understanding of the child. In some instances, certain questions will require parental involvement. If staff feel uncomfortable or unsure about answering a questions, seek advice from the RHE lead.

MONITORING AND ASSESSMENT

Children's understanding, knowledge and skills are currently being assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences and understanding and in special assemblies celebrating achievement. Children will be rewarded in line with school policy e.g. class dojos, certificates and endorsements of positive behaviour.

The RHE lead will carry out termly observations in some or all classes to ensure quality of teaching and learning.

Foundation Stage pupils will be assessed in line with baseline assessments and Foundation Stage profiles.

When budget allows, staff will attend courses etc. to keep up-to-date with developments. The RHE lead will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

The leader will also:

- Attend insets and disseminate to staff
- Consult and advise colleagues
- Monitor relationships education throughout the school
- Assist the planning process
- Review annually the resources available and purchase any necessary equipment and books
- Set clear realistic targets for raising standards throughout the school

GOVERNORS

The Governors have approved the policy and are kept informed of any new developments and progress made pertaining to relationships and health education. The policy will be reviewed annually with governors.

OUTCOMES

Effective Relationships education will be achieved through a whole-school approach which will ensure that the school's policy and educational programme is tailored to the age and physical and emotional maturity of the children.
