

Policy

Bradfield CE Primary School

Health & Relationships (including PHSE)



At Bradfield we are

LEARNING TO LIVE, inspired by Christ.

With Jesus as our model, we are **LEARNING TO LIVE** with **COURAGE, COMPASSION, RESILIENCE** and **JOY**.

(I have set an example for you, so that you will do just what I have done for you. John 13:15)

Policy Name	Health & Relationships Policy
Brief Description:	This document reflects our teaching about healthy relationships, physical development, puberty and reproduction
Status: Statutory/non-statutory	Statutory Policy
Other related policies and procedures:	Safeguarding
Approval level: HT/Governors/FGB	FGB/HT
Approved by the Governing Board on:	22.4.2021
Frequency to be reviewed	Recommended annually
Latest Date for Next Review:	March 2022
Version + Schedule of Amendments:	Reviewed Feb 2020 Reviewed March 2021
Signed:	
Position:	
Date of Signature:	

Introduction

This policy has been developed by the Head teacher and Governors and reflects our vision for teaching about healthy relationships, the scientific biological names for body parts and physical development, changes and puberty and reproduction.

This policy takes full account of the school's legal obligations and the latest DfES guidance "Relationships Education, Relationships and Sex education (RSE) and Health Education" February 2019.

Definition of RSE

The term *relationship education (RSE)* is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfE guidance:

'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.'

The needs of young people and the role of schools

The overall aims of the school and National curriculum are

- To provide opportunities for all pupils to learn and to achieve
- To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

The DfE "Relationships Education, Relationships and Relationship education(RSE) and Health Education" February 2019 recommends that 'These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.' The school has a key role, in partnership with parents/carers, in providing RSE.

The guidance states primary school pupils should be taught "...the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.":

It states that areas to be covered by the end of primary school are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe.

Context

All RSE in a Church of England school should be set in a context which is consistent with the school's Christian ethos and values. We recognise the significance of both marriage and other stable relationships as key building blocks of community and society.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Inclusion

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief....or sexual orientation. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this the school's approach to RSE will take account of the circumstances, backgrounds and needs of all children.

Content

RSE is taught through different aspects of the curriculum. While we carry out the main relationship education teaching in our PSHE curriculum, we also teach some relationship and health education through other subject areas (for example, in science, PE and RE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing.

In PSHE education we use resources from CORAM Life Education which cover all year groups and are organised into 6 main topics:

- Me and my relationships
- Valuing difference
- Keeping myself safe
- Rights and responsibilities
- Being my best
- Growing and changing

In Science children follow the National Curriculum which covers learning to name parts of the body, that we have skeletons and muscles, life cycles and growth and how to keep ourselves healthy.

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

In Key Stage 2 RE children will learn about the commitment of people of faith to each other in marriage and how this is expressed in marriage ceremonies. They will learn about the beliefs and values that underpin this commitment and support the nurture and care of children in the family.

In years 5 and 6 we place a particular emphasis on health education as many children experience the onset of puberty at this age. We liaise with the local health authority about suitable teaching materials to use with our pupils in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2 we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

We inform all parents and carers about the specific programmes of lessons and the resources used are available for sharing with parents and carers.

Ground rules and distancing techniques

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel
- No one (teacher or pupil) should be expected 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

Answering difficult questions

When staff are confronted by a question from a child about sexually related matters or sexual terminology, they will respond factually. Where questions relate to sexual practices rather than fact, then staff will be sensitive to the needs of reassuring the child and avoiding them becoming confused or threatened rather than providing explanations inappropriate to primary age children. Teaching staff will use their judgement when a subject is particularly sensitive, personal or inappropriate for class discussion to either defer a response until a more appropriate time, refer the child to their parents or consult the Headteacher.

Safeguarding children procedures and confidentiality

Teachers conduct relationship education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved or likely to be involved in sexual activity then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he or she may have been a victim of abuse. If the teachers have any concerns they will draw their concerns to the attention of the Head teacher who is the designated safeguarding lead. This matter will then be dealt with in accordance with the Child Protection and Safeguarding Policy.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing
- The pupil's age, maturity and competence to make their own decisions