



Barrow Island
Community Primary School

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Relationships and Health Education Policy 2024 -2025

<i>At the time of publishing the following roles were held:</i>	
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Approved by¹	
Name:	
Position:	
Signed:	
Date:	October 2024

1 Aims and objectives

1.1 Relationship Education and Health Education enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of society.

1.2 The aims of Relationship Education and Health Education are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for, and empathy with others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

2 Teaching and learning style

2.1 Across the school, we teach and deliver lessons using the '1decision' scheme. This is an online tool that asks children to think about the difference between safe and risky choices in a range of scenarios. Each unit has its own slideshow to work through as a teaching aid and an interactive video to watch. During each video, children are asked to make an 'A or B' decision as to who they think is making the safest decision, before watching how the story would play out in each scenario. The 1decision scheme also places an emphasis on active learning by including the children in discussions, investigations, drama, role-play and problem-solving activities. The scheme also enables the children to have their own workbook so they can complete activities to go alongside each topic.

We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or a new school dinner menu. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. We support the children in learning about the wider community, including the multicultural community and people from different religions and backgrounds, through a range of activities, including visits from speakers from different parts of the world who talk to the children about aspects of their own culture and society (see the Single Equality Scheme for more detailed information).

3 Relationship Education and Health Education curriculum planning

3.1 We teach Relationship Education and Health Education in a variety of other ways. In most instances, e.g. drugs education, Healthy Eating, Water Safety, we teach Relationship Education and Health Education as a discrete subject through 1decision. In some instances, parts of the curriculum are supported by outside agencies such as the 'Cumbria Life Education Bus', the Healthy Schools network (we currently have Healthy School status), the Mini Police scheme and our community Police Officer and Police Community Support Officer.

3.2 Some of the time we introduce Relationship Education and Health Education through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of the local area. Where there is an overlap between the programme of study for religious education and the aims of Relationship

Education and Health Education, we teach some of the Relationship Education and Health Education values through our religious education lessons.

- 3.3** We also develop Relationship Education and Health Education through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters and they take responsibility for keeping their peers informed about issues and decisions. We offer residential visits in each Key Stage 2 class, building from one overnight stay in Year 3 up to four nights away in Year 6. Each residential visit provides the opportunity to develop pupils' self esteem and co-operative and leadership skills.
- 3.4** The implementation of our Relationship Education and Health Education curriculum is supported by the materials provided on the 1decision website. The Curriculum plan details what is covered in each year group from Year 1 to Year 6, it covers a broad spectrum of age appropriate topics. Lessons are delivered to the whole classes.

4 Sex Education

4.1 Aim

At Barrow Island Community Primary School, we believe that sex and relationships education is a life-long process. It is about friendships, relationships, feelings and behaviour as well as how the reproductive system works. We aim to ensure our children learn in order to understand the views, values and beliefs of themselves and others. Sex and relationships education is about understanding these beliefs and values and developing compassion and tenderness and the ability to make informed choices. We aim to provide our children with the knowledge and the skills they require in order to make informed choices and take responsibility for their actions.

4.2 Context

We teach sex and relationships education in the context of the school's aims and ethos framework. While sex education in our school means that we give children information about relationships, we do this with an awareness of the moral code and values which underpin all our work in school. Sex and relationships education should be taught in the context of stable relationships (including marriage) and family life and is part of a wider social, personal, spiritual and moral education process. We believe that it is important to build positive relationships with others, involving trust and respect and that children need to learn the importance of self-control.

4.3 Objectives

- to discover what pupils know, understand, think and feel and identify their needs
- to complement and support the work of parents
- to prepare pupils to cope with the physical and emotional challenges of growing up
- to give pupils an appropriate understanding of human reproduction
- to support the personal and social development of all pupils
- to offer balanced and factual information appropriate to the age and maturity of the pupils acknowledging the moral and ethical issues involved
- to encourage acceptance of sexuality by providing appropriate vocabulary for parts of the body and encourage positive attitudes to all bodily functions
- to generate an atmosphere where questions and discussions on sex and relationship matters can take place without embarrassment
- to counteract misunderstanding of how the body functions
- to enable pupils to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty or sexual activities commence
- to provide constant reassurance that change is part of the life cycle and to give help in adjusting to these changes
- to encourage recognition of the value of loving and caring relationships and awareness of the consequences of sexual activity
- to ensure the children have respect for their own bodies and understand their responsibilities to others
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4.4 Organisation

We teach sex and relationships education through different aspects of the curriculum. While we carry out the main SRE teaching in our Relationship and Health Education curriculum, aspects are also taught through other subject areas (for example, Science and PE) 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. It is important that a range of teaching approaches is employed. Children need to acquire knowledge but also have opportunities to discuss issues openly. Group work is important as it enables children to develop personal and social skills, exchange ideas and express attitudes. Consideration needs to be given to the organization of group work, for example, size and composition of groups, negotiating ground rules to promote a confident and secure atmosphere. Some SRE may be taught in single-sex groups, delivered by an outside agency. We teach children about relationships, and we encourage children to discuss issues. We encourage the children to ask for help if they need it. Other details can be found in the policies for other curriculum subjects.

4.5 The Role of Parents

We acknowledge that the primary role in children's sex and relationships 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. Sex and relationships education teaching is, therefore, complementary to and supportive of the parent's role.

In promoting this we:

- inform parents about the school's Sex education policy and practice
- answer any questions that parents may have about the Relationship education of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- 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 have the right to withdraw their child from all or part of the sex and relationships education programme that we teach in our school but not from those elements that form part of the Science Curriculum. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard but would very much encourage parents not to withdraw their child from this essential part of the curriculum.

4.6 The role of other members of society

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. If visitors are used to support the provision of SRE the teacher(s) must ensure that:

- A preliminary meeting has taken place to ensure appropriate content.
- That the content of the school's policy is known and understood.
- That the needs of the individual class are catered for.
- The teacher is present so they can follow up the input at a later stage.
- The visitor can offer something specific that complements the work of the school.
- The children have been told beforehand of the visit and are prepared.
- That the visitor has experience in SRE and working with children.

4.7 Responding to children's questions and guidance for staff

Teachers conduct SRE lessons in a sensitive manner and in confidence. During lessons on SRE children may ask questions about topics which are not specifically taught as part of a planned programme. All staff, including teaching and support staff, may be asked questions relating to sexual matters. The adult should be clear about what the child wants to know and the reason why. This will give an indication of the child's own level of understanding. If possible a simple, honest answer should be given but if a member of staff feels uncomfortable the question should be referred to the head teacher, deputy head teacher and/or the child's class teacher.

4.8 Guidance for staff

- 1) Staff should not promise confidentiality.
- 2) If the question is about something which is likely to be appropriate to and relevant for the majority of the class, then it should be answered honestly, openly and right away.
- 3) The member of staff may feel it is more appropriate to chat privately to the child.
- 4) If a child makes a reference to being involved, or likely to be involved in sexual activity, then the member of staff will take the matter seriously and deal with it as a matter of child protection. Members of staff will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances they will talk to the child as a matter of urgency.
- 5) If a member of staff has concerns, they will draw their concerns to the attention of the head teacher/designated safeguarding lead.
- 6) The head teacher will then deal with the matter in consultation with health care professionals (see also Child Protection Policy).
- 7) If a child protection issue comes to light, it must be reported to the head teacher who would take the appropriate action, in accordance with the Child Protection Policy.

4.9 The role of the head teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The head teacher, alongside the subject leader, will monitor this policy on a regular basis.

5 Foundation Stage

5.1 We teach Relationship Education and Health Education in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Relationship Education and Health Education aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in Relationship Education and Health Education matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

6 Teaching Relationship Education and Health Education to children with special needs

6.1 We teach Relationship Education and Health Education to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching Relationship Education and Health Education we take into account the targets, if appropriate, set for the children in their Individual Education Plans (IEPs). Some children on the SEN register take part in weekly 'Socially Speaking' sessions. This is a programme which explores communication, being a good listener, conversation and other such issues.

7 Assessment and recording

7.1 Teachers assess the children's work in Relationship Education and Health Education both by checking the pages completed in the 1decision workbook during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

7.2 Teachers monitor the achievements of pupils in Relationship Education and Health Education and parents are informed of these achievements each year.

8 Resources

8.1 All the resources for the 1decision scheme are available via the website, to which all teaching staff have a login. The children's workbooks are kept by the class teacher. Our Relationship Education and Health Education subject leader holds a selection of reference materials for teaching sensitive issues.

9 Monitoring and review

9.1 The Relationship Education and Health Education subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of Relationship Education and Health Education, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement in line with the school development plan. Time is available, when required, to enable our subject leader to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.