

Morecambe Bay CP School

Health and Relationships Education (HRE) Policy - July 2020

Introduction

Today's children and young people are growing up in an increasingly complex world, and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and also how to manage their academic, personal and social lives in a positive way. As a result of this, Health and Relationship Education is now compulsory in all primary schools in England.

This policy outlines our school's commitment to provide effective HRE for all pupils. It has been written with regard to the Department of Education's HRE guidance 2019, and other relevant guidance documents and statutory requirements. The HRE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. HRE is taught in an age-appropriate manner throughout the school. HRE is a core part of our PSHE curriculum and will run alongside the teaching of Sex Education (see Sex Education Policy).

What is HRE?

Health and Relationship Education is lifelong learning about physical, moral and emotional development. We want to be able to provide children and young people with key building blocks of being physically and mentally healthy, understanding relationships, including online contact and good digital wellbeing.

Pupils will learn about the benefits and importance of having hobbies and interests, daily exercise, good nutrition and sufficient sleep. We also aim to give pupils the language and knowledge to understand the normal range of emotions that everyone experiences. They will also cover healthy relationships, how all families are different, respect, love and care.

In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level. Through delivery of HRE we aim to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

In class, the subject of HRE, PSHE and Sex Education will be known to the children as 'Learning for Life'. They will have a journal that will move up through school with them.

Class teachers teach HRE through different aspects of the curriculum. While we carry out the main relationship education teaching in our PSHE curriculum, we also teach some relationships education through other subject areas (for example Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding of his or her body, and how it is changing and developing.

All maintained schools must teach the following as part of the National Curriculum for Science.

At Key Stages 1 and 2, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum.

Key Stage 1 National Curriculum Science:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- They should also be introduced to the process of reproduction and growth in animals.
- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Key Stage 2 National Curriculum Science:

- Describe the difference 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.
- Pupils should find out about the different types of reproduction including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.
 - Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Policy Aims

Our key aim in providing HRE throughout the school is to safeguard our pupils. During their time at this school, children will learn key knowledge and skills to help keep them

safe and embrace the challenges of creating a happy and successful adult life. HRE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children and young people to form healthy, meaningful relationships, based on respect for themselves and for others.

We believe in working in partnership with parents and carers and understand the importance of sharing our HRE programme with families so that they can also support their children's physical, moral, mental wellbeing and emotional development at home.

Key Objectives

The key objectives of our HRE programme are:

- ❖ To provide the knowledge and information to which all pupils are entitled;
- ❖ To clarify/reinforce existing knowledge;
- ❖ To raise pupils' self-esteem and confidence, especially in their relationships with others;
- ❖ To understand the importance of safe and stable relationships that promote respect, love and care;
- ❖ To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- ❖ To provide the confidence to be participating members of society and to value themselves and others;
- ❖ To help gain access to information and support;
- ❖ To develop skills for a healthier safer lifestyle;
- ❖ To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- ❖ To develop resilience and positivity when responding to influences that may affect body image;
- ❖ To reinforce and develop pupils understanding of how to stay safe online;
- ❖ To respect and care for their bodies;
- ❖ To be prepared for puberty and adulthood (See Sex Education policy)
- ❖ To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour;
- ❖ To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender.

Inclusion and Support

HRE will be accessible to all pupils regardless of age, sex, race, disability, religion or belief, gender or sexual orientation. We will ensure that issues such as sexism, homophobia and gender stereotypes are discussed and will take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled.

HRE can also be particularly important for pupils with social, emotional and mental health needs or learning disabilities as they are more vulnerable to exploitation and bullying. We will ensure that teaching will be tailored to meet the specific needs of pupils to ensure learning outcomes are met.

As with all teaching within school, we will ensure that information taught is sensitive, age-appropriate, and developmentally appropriate and delivered within reference to the law.

We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals.

A range of different families and relationships will be explored within HRE. All children whatever their developing sexuality or family background need to feel that HRE is relevant to them and sensitive to their needs.

Delivery of the HRE Programme

All teachers will have responsibility for planning and delivering HRE. Everyone involved in the teaching of HRE will follow the school policy. Teachers will use the planning tool SCARF Coram to ensure coverage and age-appropriate content.

Where HRE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Visiting speakers from the community, e.g. health promotion specialists, community police and fire officers, make a valuable contribution to the HRE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum.

Teachers will always be present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the HRE curriculum.

The Curriculum

HRE will be taught in each year group throughout the school through a two year rolling programme. The curriculum that is to be delivered is progressive, building the children's knowledge, understanding and skills year on year in KS1 and 2.

The curriculum will also be delivered through opportunities that are provided beyond the curriculum such as, extra curriculum clubs, assemblies, School Council, charity events etc

There will be cross curriculum learning from many other subjects such as our physical activity programme, science curriculum and computing curriculum.

The themes that make up the framework for HRE include:

Families and people that care for me
Respectful relationships
Being safe
Internet safety and harm
Healthy eating
Health and prevention
Changing adolescent body

Caring friendships
Online relationships
Mental wellbeing
Physical health and fitness
Drugs alcohol and tobacco
Basic first aid

At Morecambe Bay we have planned for 6 whole school themes which will build progressively in a spiral curriculum (see HRE planning overview). 'My Amazing Body' will cover our Puberty and Sex Education programme at the time in the year when the children are most mature in their year.

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| Autumn 1 Our Families | Spring 1 Online Safety | Summer 1 My Healthy Mind |
| Autumn 2 Our Friendships | Spring 2 My Healthy Body | Summer 2 My Amazing Body |

More details on the lesson content can be found in our overview.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where pupil's questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective HRE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue.

The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Lead should be informed.

No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

Review, Assessment and Evaluation

Monitoring of HRE Policy is the responsibility of the head teacher, named governor and HRE leader.

The school will assess the effectiveness of the aims, content and methods in promoting pupils learning by lesson observation, sampling teacher planning, book scrutiny and feedback from parents.

The effectiveness of the HRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document is available to view on the school web site.

Equal Opportunities

The HRE programme will be delivered in accordance with the school's Inclusion Policy and the Equality Act (2010).

Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability.

Where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in line with the strategies set out in the policies (See Sex Education policy).

Key Contacts

Head teacher - Siobhan Collingwood

RSHE Lead - Nicola Vincent

Lead Governor - David Law

Designated Safeguarding Lead: Simon Smith