

# **Pheasey Park Farm Primary School and Early Years Centre**

## **Relationships Education and Health Education Policy**

### **Rationale**

At Pheasey Park Farm Primary School we believe that Personal Social and Health Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Relationships Education and Health Education (RHE) are integral parts of PSHE, and an intrinsic part of the physical, intellectual and emotional growth of an individual. We want to ensure that our children are prepared for the later stages of growing up and for them to be educated about changes they will go through. It is also important for pupils to understand what makes a healthy relationship and to develop the independence to make positive choices. At Pheasey Park Farm, we want all of our pupils to flourish, which is reflected in the school's motto 'Believe and Achieve'. We also firmly believe that effective Relationships Education and Health Education in our setting will equip our pupils with valuable information and prepare them for later life.

### **Aims**

- To provide a secure, sensitive and caring framework where learning and discussion can take place,
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils,
- Encourage the use of correct and appropriate vocabulary,
- To foster self-worth and awareness, together with a sense of moral responsibility,
- To understand there are different types of families and alternative set ups,
- To develop pupils' awareness of LGBT,
- To help children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness (SMSC)
- To ensure that Relationships Education and Health Education are available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities.

### **Overview and Definition of Relationships Education**

Relationships Education involves children learning about healthy and unhealthy relationships - with friends, family members, adults inside and outside of school, and possible romantic relationships as they become older. Values which are important for stable, loving relationships are explored. Kindness, respect and feelings are key areas that are also linked with Relationships Education, where children are taught how these factors are important

in a healthy relationship. It also involves supporting pupils to make informed decisions and choices about their relationships with others. Relationships Education aims to support children with the skills to develop a variety of healthy, positive and secure relationships. We believe that Relationships Education is a lifelong learning process where pupils will continue to develop their knowledge and understanding.

### **Statutory Guidance - Relationships Education and Health Education**

Relationships Education (and Health Education) became compulsory in schools from September 2020. We believe that the teaching of these areas is an ongoing process, which should start at home and continue at school. This process should happen in partnership with parents and carers so, a positive effort is made to inform and involve parents/carers throughout. Themes covered through Relationships Education and Health Education complement each other, as well as other National Curriculum subjects.

Pheasey Park Farm strives to incorporate new and updated guidance/legislation into practice, to best support and prepare pupils for later life. The most recent statutory guidance from the Department for Education (DfE) is: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2019, updated July 2020), which replaces the previous document *Sex and Relationships* (2000). This updated documentation has been thoroughly analysed by the PSHE Co-ordinator in order to ensure the relevant content is covered across our school.

In terms of Relationships Education, the 2019 DfE guidance highlights the following:

- "The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults."
- It suggests that pupils should be taught "about what a relationship is, what friendship is, what family means and who the people are who can support them."
- "Children should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy."
- "Teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these when they are encountered in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security."

These elements make up Relationships Education and also support lifelong learning of spiritual, moral, social and cultural development (SMSC). It is about understanding the

importance of family life, stable and loving relationships, respect, love and care. Relationships Education is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching. Relationships Education instead seeks to support children with understanding and accepting the diverse relationships in our school, and the wider society.

### Key Areas of Relationships Education coverage

The Department for Education (DfE) guidance outlines that Relationships Education consists of five main elements: Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being safe. The table below is taken from the statutory guidance and highlights what pupils should know by the end of Primary school within these five areas:

<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> </ul>

	<ul style="list-style-type: none"> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>

## Overview and Definition of Health Education

Health Education involves children learning about their physical health and mental well-being, alongside positive decisions they can make in relation to this. Health Education also focuses on children recognising and acknowledging when they may be experiencing issues with their physical health and/or well-being and knowing how to seek support for themselves or others. We believe that Health Education should equip pupils with valuable foundations that will support them with making positive choices as they go through life.

## Statutory Guidance - Health Education

In terms of Health Education, the 2019 DfE guidance highlights the following:

- Teaching pupils about physical health and mental wellbeing “should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.”
- “It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.”
- “Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness.”
- “The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences.”
- “Talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.”
- “Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.”
- “Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.”
- “A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.”
- “The curriculum on health education should similarly complement, and be supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and school food.”

## Key Areas of Health Education coverage

The Department for Education (DfE) guidance outlines that Health Education (Physical Health and Mental Well-being) consists of eight main elements: Mental well-being, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Basic first aid, and Changing adolescent body. The table below is taken from the statutory guidance and highlights what pupils should know by the end of Primary school within these eight areas:

<p><b>Mental well-being</b></p>	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>

<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

The PSHE Co-ordinator has analysed this documentation and created charts for *Relationships Education* and *Health Education* for our school. These are based on the learning outcomes identified by the DfE in the tables above and demonstrate our provision. A guide for staff has also been compiled to support with coverage across the school. These documents provide an overview of when pupils in certain year groups at Pheasey Park Farm will cover the content stipulated by the Government within these five key areas of learning - much of the content is covered through our PSHE curriculum.

### **Relationships and Health Education and PSHE**

Parents of the school are represented on the governing body which is in full support of the school's delivery of Relationships Education and Health Education as part of our PSHE

curriculum. Governors are supportive of the idea that children should have a graduated age-appropriate programme of Relationships and Health Education and be encouraged to be comfortable talking about their bodies from a young age. Our school has positive links with the NSPCC, including their 'PANTS' campaign, which teaches the Underwear Rule to children in a simple and friendly way, and 'Speak Out Stay Safe' assemblies. The PANTS rules and 'Speak Out Stay Safe' assemblies aim to teach children how to stay safe from abuse and promotes talking to trusted adults about worries or things which make them feel uncomfortable. Governors will continue to be consulted where appropriate, regarding content and materials that are used for teaching Relationships and Health Education.

The PSHE lessons that children take part in help pupils to respect themselves and others. The Relationships and Health Education outcomes link in with our PSHE curriculum, which is tailored to the age of the children, as well as their physical and emotional maturity. Relationships and Health Education will be delivered by school staff as part of our PSHE curriculum, and sometimes by invited professionals to support key messages. School has received support from Walsall Healthcare with topics such as Puberty, and identified staff have also accessed appropriate CPD for Primary-aged children.

To ensure our provision conforms with the updated regulations, two members of staff have undertaken additional Relationships Education training and continue to access relevant updates. This ensures that our school has a clear understanding of what Relationships and Health Education entails in order to enhance our curriculum. The DfE guidance states that Relationships Education "creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing" - these are key messages that we want to incorporate within pupil learning at Pheasey Park Farm as part of a whole-school approach.

Teaching staff have been asked to identify links with Relationships Education and Health Education on Medium Term Plans for PSHE, and to also promote these themes with pupils, to support children's understanding of these areas.

### **Teaching and Learning Strategies**

Relationships and Health Education will be predominantly covered through PSHE lessons, which are timetabled weekly. These will be taught within the context of family life and today's society. A wide variety of learning strategies for children at Pheasey Park Farm can involve: investigations; role-play; discussions; scenarios; group work; problem-solving activities and the use of Ed Tech. There are also cross-curricular opportunities for Relationships and Health Education content to be explored in other areas of the curriculum as well. Children's learning which is covered through PSHE lessons is evidenced through class Floor Books; these provide a variety of opportunities for learning to be recorded. 'Online Relationships' and 'Being Safe' are two of the identified DfE areas for Primary schools to cover; many of the associated learning outcomes for these areas are addressed through assemblies.



## **Puberty and Healthy Relationships Sessions**

As part of our Health Education and Relationships Education coverage in line with the statutory requirements, pupils in Years 5 and 6 participate in Puberty talks and Healthy Relationship sessions. School has received support from Walsall Healthcare with this previously and staff have attended appropriate training for Primary-aged children. Our school incorporates new and updated guidance into practice, to best support and prepare pupils for later life. Letters are sent to parents/carers in advance of the sessions, and parents/carers are encouraged to communicate with school if they have any questions about the content. This promotes positive links between school and home, which is one of our continuing intentions. If they would like to, parents/carers have opportunity to view pupil activities, ask questions, discuss any concerns and provide their feedback to staff, which can influence practice.

During these sessions, discussion and asking questions will be encouraged. However, ground rules for this will be established - for example personal questioning of staff or pupils is not permitted. Some of the Puberty and Healthy Relationships activities will be delivered to classes of mixed genders. For other activities (in particular 'Body Changes'), boys and girls will be separated, with the aim of making the activities more comfortable for pupils. In terms of the human body, correct scientific terminology for body parts will be used by staff and pupils will also be encouraged to use appropriate vocabulary. Other activities explore areas including: hygiene, respectful relationships, right of equal treatment, acceptable behaviour, well-being, and challenging gender stereotypes.

Pupils will be introduced to terms '*peer on peer abuse*' and '*sexual harassment*'. In a sensitive and age-appropriate way, usually with Year 6 pupils, staff will explore with pupils what these terms mean and the potential impact/consequences of this. It is crucial for children to understand how their actions or comments could make others feel. They also need to be aware of behaviours that would be categorised as inappropriate or unacceptable, and how to seek support. We feel it is paramount to address these areas with pupils before they begin secondary school so they are equipped with appropriate knowledge and understanding.

## **Learning Environment and Managing difficult questions**

We intend to create a learning environment where children feel safe and secure, particularly when discussing more sensitive topics. This supports an environment where appropriate discussions can take place. Pupils are made aware of classroom expectations, including the importance of respecting the thoughts/opinions of others and not directing personal questions to peers or staff. Children are aware that they can speak with trusted adults in school about any worries or concerns, including pastoral staff.

It is possible that during sessions where Relationships and Health Education or Puberty are being discussed, pupils may ask difficult questions that go beyond our teaching. Staff will attempt to handle such questions in a sensitive way and it will be made clear to pupils that difficult or explicit questions do not have to be answered directly. The DfE guidance states: "given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information", which is a relevant concern in today's society. With this in mind, staff will use their professional judgement and discretion to manage difficult questions; they will decide whether or not to answer a question, and in what extent of detail. Some questions may require an answer to be provided to the whole class/group, whereas other questions might benefit from a 1:1 response with the pupil following the session. If staff are concerned about particular questions or comments that a pupil has made, the usual recording and safeguarding procedures of our school will be followed. Whilst we want to educate our pupils in the most effective ways, we do not feel it would be appropriate to enter into conversations with pupils about topics that instead form part of the Relationships and Sex Education curriculum that secondary schools follow. At Pheasey Park Farm, we do **not** teach Sex Education (apart from biological aspects of reproduction, which are part of the statutory National Curriculum for Science).

## **Resources**

As part of Relationships and Health Education at Pheasey Park Farm, material used will be from a variety of suitable sources. Inclusive and age-appropriate resources are used across the school, with staff also being encouraged to use different resources to make sessions interesting for pupils. In addition, consultation has been undertaken with appropriate external agencies regarding quality resources for the Puberty and Healthy Relationships sessions e.g. Walsall Healthcare. Staff also have access to additional resources to support with delivery of Relationships and Health Education, Puberty and Healthy Relationships; some are physical resources, whereas others are online-based.

## **Relationships and Health Education and Inclusion**

Elements of Relationships and Health Education are linked within the curriculum for all year groups across the school. Content is delivered to children through whole-class teaching, group work, key stage assemblies, visitor sessions and special curriculum days or other events. Our school strongly promotes inclusion and therefore delivery of content is made accessible for all pupils. Staff are effective in adapting outcomes for pupils, scaffolding resources/tasks and making adjustments where necessary. Learning opportunities are provided which are tailored to the needs of all pupils, including those children who have a Special Educational Need or Disability (SEND), or who speak English as an Additional Language (EAL). The teaching of Relationships and Health Education is also sensitive, developmental and in line with pupils' age and understanding.

## LGBT

As part of PSHE and Relationships and Health Education within our school, we provide opportunities for pupils to learn about a variety of different families, including elements of Lesbian, Gay, Bisexual and Transgender (LGBT) relationships. Our staff take particular family set ups into account and approach these with sensitivity. At Pheasey Park Farm, staff are respectful and accepting of pupils' choices, and we encourage the children to be as well - tolerance and respect are reinforced at our school through the promotion of British Values. We also ensure that staff feel comfortable to approach LGBT issues and school continue to develop a range of resources to support with this. Different families, treating everyone equally and respecting the choices of others are integrated within our age-appropriate PSHE, Relationships and Health Education provision across the year groups and through assemblies. Staff do not teach specific lessons around LGBT and would not promote any particular lifestyle preferences or choices to pupils. There may be conversations within classrooms or assemblies which link with LGBT and our aim is to answer any questions children may have in age-appropriate and respectful ways.

Children requiring additional support regarding LGBT relationships can receive this through identified staff in school. Some members of staff have attended training in order to support individuals and to facilitate a whole school approach to LGBT. Any incidents of homophobic language are recorded, and dealt with in line with school policies and procedures.

### Working with Parents and Carers/Right to Withdraw

Parents and carers play a vital role in children's development, including their awareness and understanding of healthy relationships, physical health and well-being. Pheasey Park Farm are committed to working alongside parents and carers to promote the best outcomes for pupils. We encourage parents and carers to have an open dialogue with school, should they have any queries, concerns, suggestions or feedback. We believe that conversations and learning about Relationships and Health Education should take place both at home, and in school.

Parents have the right to withdraw their child(ren) from all or part of any Sex Education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for Science, as per the DfE guidance document. The DfE guidance states: "Sex Education is not compulsory in Primary schools" and "it will be for Primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils." At Pheasey Park Farm, we do **not** teach Sex Education to pupils. Children cover topics including the nature of the human body and how it grows/changes, and the biological aspects of reproduction, however these are part of the National Curriculum requirements for Science. Our school's coverage of these topics does not go beyond the teaching of the Science National Curriculum, so what we do teach our children falls within our PSHE, Relationships Education and Health Education

curriculum. The statutory DfE guidance titled *Relationships Education, Relationships and Sex Education (RSE) and Health Education* states: "there is no right to withdraw from Relationships Education or Health Education", therefore parents do **not** have the right to withdraw their child(ren) from our curriculum at Pheasey Park Farm.

### **Equal Opportunities and Protected Characteristics**

Our school believes every pupil has the right to an effective education and that all pupils should be treated equally. Through our teaching of PSHE, Relationships and Health Education, we aim to respond to the diverse circumstances of pupils. In some instances, children who are identified as needing additional support will receive this, to ensure that all pupils can access and understand our curriculum content as much as possible.

Pheasey Park Farm complies with the relevant provisions made in the Equality Act and we are aware of protected characteristics such as sex, religion, disability, sexual orientation and gender reassignment. We have a duty of care to all pupils at Pheasey Park Farm and it is also our duty to deliver key areas of the statutory curriculum, including Relationships and Health Education, to all children. We are looking at ways to use the term 'protected characteristics' with children so they develop awareness and understanding of this. We also have protected characteristics as a focus for an assembly each term.

### **Safeguarding/Child Protection**

All child protection issues, including sexual abuse, are dealt with through the school's Child Protection Policy and Procedures, and the Recruitment Policy. All staff are aware of their responsibilities in relation to safeguarding our pupils; as part of this, regular safeguarding training and updates are provided to staff. School have positive links with the NSPCC; we use their resources to educate and support children with themes such as keeping themselves safe and talking to trusted adults about any worries or concerns.

### **Staff Roles**

All staff will be supported with training and support. Where appropriate, alternative staff or visiting professionals will be asked to deliver parts of the curriculum.

### **Monitoring and Evaluation**

Relationships and Health Education is integrated within our PSHE curriculum, which we do not formally assess. However, staff establish pupils' understanding of areas of Relationships and Health Education through discussion, observations, informal judgements and recording in the class Floor Book. We also value pupil voice - following the Puberty and Healthy Relationships sessions, children have opportunity to provide feedback by completing evaluation forms. Staff are then able to address any questions with individuals and use pupil views to improve school practice. We aim to tailor our coverage to meet the needs of our pupils, and strive to reflect on the effectiveness of content and delivery.

As part of their Curriculum Leader role, the PSHE Co-ordinator will monitor coverage and the effectiveness of this policy within the framework of the school monitoring timetable. School monitor year groups' planning and practice to ensure the Relationships and Health Education aspects of the curriculum are implemented. The PSHE Co-ordinator completes annual School Improvement Plans (SIPs) for PSHE and Relationships & Health Education. Documents provide opportunities to monitor and evaluate coverage of curriculum areas.

**Supporting Documentation:**

- *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (Department for Education, July 2019)
- Relationships Education chart - curriculum overview
- Physical Health and Mental Well-Being chart - curriculum overview
- Guide for Relationships Education coverage
- Guide for Health Education coverage
- SIPs for PSHE and Relationships & Health Education
- PSHE Progression Document
- PSHE Policy
- Hedgehogs Policy

This policy will be reviewed annually.

Mrs N. Wilcox

November, 2023.