



*Only my best is good enough for me*

## Barden Primary School Health and Relationships Policy

### Overview

From September 2021, the teaching of Health and Relationship Education (HRE) at Primary School will become compulsory and sit alongside the Personal, Social, Health, Emotional (PSHE)/ Science Curriculum. Within Burnley, our approach will be one of ensuring that our learners are provided with the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends; how to treat each other with kindness (developing and maintaining positive relationships and dealing with negative relationships) and recognising the difference between online and offline friendships. We will teach this aspect within the context of our aims and values which is part of our wider Spiritual, Moral, Social and Cultural Education (SMSC). The teaching of LGBT will be covered if and when appropriate through the teaching about different types of family, including those with same sex parents. Puberty Education will be taught in years five and six and this will be in line with the Science curriculum.

Within the Burnley Community (within DFE Guidelines) PSHE and HRE Programmes of Study are designed to help children from all backgrounds build positive and safe relationships, to thrive in modern Britain and to make a positive contribution to society. In addition to the consultation with stakeholders, Faith and Community Leaders, as representatives of our School Communities, have also been consulted. This Policy will be available to parents and carers through the Website.

<b>Consultation has taken place</b>	<b>The school workforce</b>	<b>Governors</b>	<b>Learners</b>	<b>Families</b>
	Date: 14 <sup>th</sup> February 2020	Date: 9 <sup>th</sup> March 2020	Date: January 2020	Date: May 2020 PP Covid-19)
<b>Date formally approved by Governors:</b>	9 <sup>th</sup> March 2020			
<b>Date policy became effective:</b>	9 <sup>th</sup> March 2020		Review Date: March 2021	
<b>Person (s) responsible for implementation and monitoring</b>	Jo Worthy – PSHE Lead Claire Holgate - Headteacher			

Schools have developed their own curriculum based on the National Curriculum statutory guidelines. Barden have adopted a well-known PSHE scheme of work and personalised it to the needs of the pupils and community at Barden Primary School. It is important to note that the curriculum is clearly mapped out to ensure that sensitive topics are taught in an age appropriate way with clear progression. In addition, we will ensure HRE (Health and Relationship Education) is matched to the needs of our pupils by taking into account the emotional maturity of the pupils and pitching lessons appropriately.

## **What is HRE?**

Effective HRE is essential if young people are to make responsible and well-informed decisions about their lives. The objective of relationship education is to help and support young people through their physical, emotional and moral development. It will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

## **Objectives of Health & Relationship Education at Barden Primary School**

- starts early and is relevant to pupils at each stage in their development and maturity
- builds an effective partnership between home and school
- allows sufficient time to cover a wide range of topics
- is inclusive of difference and challenges stereotypes and prejudice
- respects the views of other people
- develops an awareness of personal safety including what they should do if they are worried
- ensures that all children are assertive and have the confidence to say and do what is right
- understands the dangers associated with online technologies and develop strategies to keep safe
- contributes to a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence
- promotes positive relationships with others, involving trust and respect
- recognises the importance of a committed, long-term, and loving relationship and the importance of family life
- learn the importance of self-control and cope with the influences of their peers and the media
- challenges body image and stereotypes, particularly in the media, and promotes respect and care for their bodies
- includes the acquisition of medically and factually correct knowledge
- prepares them for puberty and adulthood
- helps pupils gain access to information and support
- uses active learning methods - is rigorously planned, assessed and evaluated
- ensures children's views are actively sought to influence lesson planning and teaching

## **Why is HRE important?**

High quality relationship education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- HRE plays a vital part in meeting schools' safeguarding requirements. We will offer a preventative programme that enables pupils to learn about safety and risks in relationships.
- Learners will be encouraged to talk to their parents and carers.
- Learners will be prepared for the experiences, opportunities and challenges of everyday life through discussing issues at an age appropriate level.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty and they will learn about different relationships.

## **Preventative Curriculum**

Schools are seen as having an important role in the delivery of the preventative curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still underreported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues. This supports the preventative curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

- We provide children with the skills to recognise abusive behaviour and understand that abusive relationships are never acceptable or right. We support our children by:
- Introducing a whole school ethos that demonstrates that abuse in all its different forms is unacceptable
- Responding to disclosures and child protection concerns quickly and efficiently
- Promoting a listening school ethos
- Offering appropriate support for children and staff dealing with abuse
- Offering children opportunities to build self-esteem and confidence and to develop respectful relationships
- Working with outside providers to develop a broad range of curriculum enhancement activities
- Highlighting children's rights

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, including 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.

### **Tricky Questions**

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject, there may be times when children ask questions out of the context of a planned session. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for HRE. If children do ask about issues linked to topics, they will be dealt with appropriately and sensitively.

There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own, later or refers them to speak to their parent. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Class teachers will speak to parents in instances where this is necessary.

Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of HRE.

### **The Role of Parents and Other Professionals**

The school is well aware that the primary role in children's relationship 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 these objectives, we will:

- inform parents about the HRE policy and practice
- answer any questions that parents may have about HRE
- take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school
- seek the views of parents and encourage them to be involved in reviewing the HRE policy
- inform parents about the best practice known with regard to relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We 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 do not have the right to withdraw pupils from relationships education but do have the right to request that their child be withdrawn from some or all of sex education not included in the Science National Curriculum (*please note that Barden Primary School will not be teaching Sex Education*). They should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in, however this rarely happens. By working in partnership with parents they recognise the importance of this aspect of their child's education.

We encourage other valued members of the community to work with us to provide advice and support. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with relationship education programme. We believe that visitors should complement and never substitute or replace planned provision and it is the PSHE Subject Leader and class teachers' responsibility to plan the curriculum and lessons

### **How is HRE taught?**

HRE will be taught according to the consistent and systematic pedagogical identified through school.

### **SEND, inclusion, equality and diversity**

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through careful assessment of pupils and differentiation to ensure the individuals needs of each child are met. Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by ensuring that everyone has a right to be listened to. We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by ensuring that we break down misconceptions, prejudices and behaviours.

### **Assessment in PSHE**

PSHE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE education focuses on learning, set against the lesson objectives and outcomes. It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed.

**Monitoring and Review** Monitoring is the responsibility of the Head teacher, named Governor and Subject Leader with responsibility for HRE and PSHE. The Curriculum Committee of the governing

body monitors our Policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Parents are invited to workshops where we share the PSHE and HRE policy, curriculum content and resources. The committee gives serious consideration to any comments from parents about the Relationships Education Programme. The effectiveness of the HRE programme will be evaluated by assessing children's learning and implementing change if required. Pupil voice will be influential in adapting and amending planned learning activities. Staff also complete an evaluation form annually which the Subject Leader analyses and shares with senior leaders.

**Date Policy Written: March: 2020**

**Review Date: March 2021**

### **Appendix 1 – Statutory Science Requirement**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425618/PRIMARY\\_national\\_curriculum - Science.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf)

## Appendix 2 - Overview of Scheme of Work

### Assessment Overview

The 'Working At' descriptor for each Puzzle (unit of work) in every year group

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 5-6	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p> <p>I can explain why some changes I might experience might feel better than others.</p>
Ages 6-7	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>

Being Me in My World		Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 7-8	<p>I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>
Ages 8-9	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can explain some of the choices I might make in the future and some of the choices that I have no control over.</p>

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 9-10	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p><b>(If required by cohort)</b> I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>
Ages 10-11	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p> <p>I recognise how I feel when I reflect on becoming a teenager</p>



