

# Haslingden Primary School



**Curriculum Policy for Relationship and Health Education including the school's policy for the teaching of Personal Social and Health Education (PSHE) and Citizenship.**

## **Aims**

The aims of Relationship and Health Education at our school are to:

- Provide a framework in which discussions can take place
- Prepare pupils for puberty and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

Haslingden Primary School considers that Relationships Education is an integral part of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

These aims complement those of the Science curriculum in both KS1 and KS2

## **Statutory requirements**

As a maintained primary school, we must provide relationships education to all pupils. We are not required to provide sex education, however, we do need to teach the elements of sex education contained in the statutory science curriculum. i.e. Respect for their own bodies and Knowing how to keep clean and look after oneself.

At Haslingden Primary we teach 'Relationship Education' as set out in this policy.

## **Non-Statutory requirements**

PSHE and CITIZENSHIP

## **Curriculum**

Our Relationship Education curriculum is embedded within our PSHCE curriculum. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner, so they are fully informed. Staff will also seek advice and guidance from the subject leader, headteacher or Local Authority Adviser where appropriate.

Primary Relationship education will focus on:

- naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene (year 6)
- Answering each other's questions about relationships with confidence and knowing where to find support

### **Delivery of Relationship Education**

We carry out the main Relationship Education curriculum in Personal, Social, Health and Emotional lessons, however we also teach Relationship Education through other subject areas e.g. Science, PE and Relationship Education 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. Linked with Relationship Education children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise. Since Relationship Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### **In EYFS and Key Stage 1 children learn:**

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amount of different types of food and hygiene

### **Key Stage 2 children learn:**

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans, develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

By the end of primary school, pupils will know:

### Relationships

- That families are important for them growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### Respectful relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The importance of self-respect and how this links to their own happiness.

- That in school and 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.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### Online relationships

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these. □  
How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### Being safe

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- Where to seek advice, for example, from their family, their school and other sources.

### Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- 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.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.

## **Roles and responsibilities**

### **The Governing Body**

The governing body will review this policy.

### **Personal, Social, Health and Emotional /Relationship Leader**

Is responsible for ensuring that Relationship Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationship Education along with the Headteacher.

Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

### **Teachers**

Teachers have developing skills in in the art of good listening, dialogue, empathy and understanding. Staff will seek advice and guidance from the subject leader, headteacher or Local Authority Adviser where appropriate if and when needed.

### **Parents**

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

Parents are provided with the following information:

- The content of the relationship's curriculum

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings/Training sessions
- Newsletters and letters