



Relationship and Health Education Policy

Date	Policy Review / Comment	Author	Ratified
October 2020	New PSHE Policy written in line with the new statutory framework	L Dowson	FGB Dec 2020

Statement of Intent

At Viewley Hill Academy, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

At Viewley Hill Academy, we deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Statutory requirements

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). It is compulsory for all schools to teach Health Education. The parental right to request to withdraw pupils from RSE (but not Relationships or Health Education) remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

Teaching and Learning:

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and achieve their full potential.

Curriculum Content

At Viewley Hill Academy we use the SCARF programme of learning to develop our children's understanding of staying safe, caring for others, resilience and relationships. The programme is centred on a values-based and 'Growth Mindset' approach, which promotes positive behaviour, mental health, wellbeing, resilience and achievement. There is a proven link between pupils' health and wellbeing and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) are critical to ensuring children are effective learners. SCARF provides a whole-school approach to building these essential foundations, crucial for children to achieve their best,

academically and socially. SCARF lesson plans are organised around the PSHE Association's Programmes of Study Learning Opportunities.

Sex Education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body; how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The curriculum at Viewley Hill fulfils every aspect of the primary science requirement.

Curriculum Overview

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: Myself My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation	Growth Mindset Looking after my body	Life cycles Dealing with loss Being supportive
Y3	Cooperation Friendship (including respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference)	Managing risk Understanding the norms of drug use (cigarette and alcohol use)	Making a difference (different ways of helping others or the environment)	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings

		Understanding and challenging stereotypes	Influences	Media influence Decisions about spending money		Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

Curriculum links

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

Withdrawing from the subjects

Relationships and health education is statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

Assessment

Where possible, children should have the opportunity to assess their own development through reflection and discussion. Teacher assessment may include observation. Clear expectations of what the pupils will know, understand and be able to do at the end of each key stage are established and maintained. Annual reports to parents contain commentary on pupils' personal development. Informal observations also form part of regular discussion with parents.

Equal Opportunities

All teachers must ensure that equal access and opportunity is provided for all pupils in PSHE, appropriate to each individual's ability. All classes and groupings are of mixed gender. Provision will be made within the planning to enable pupils, including children with Special Educational Needs, to develop their knowledge and skills and understanding of PSHE.

Health and Safety

During the teaching of PSHE, topics may cover areas that are sensitive to a child. The class teacher will make a judgement about their class or a member of the class and alter lesson plans as appropriate.

Resources

All staff have access to the Coram SCARF website. Planning and resources are available to staff to support the planning and delivery of lessons.

Role of the Subject Leader

The role of the subject leader is to review the policy regularly. In addition, ordering resources, maintaining familiarity with the best practice and leading professional development in the subject are the responsibility of the subject leader. At Viewley Hill, the subject leader will also offer support to colleagues in delivering the curriculum.