



Euxton Church of England Primary School

In our Christian family, we all SHINE in the light of Jesus.



### Subject Leader Report - Relationships and Health Education

**SUBJECT LEADER(S):** Mairi Ash

#### INTENTION - Subject Overview:

At Euxton C.E. Primary School we focus on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other and explore how we can 'love our neighbour' through what we say and do, even when we might disagree. The greatest commandment Jesus taught was to love God and to love your neighbour. At Euxton C.E. Primary School, we believe that within this commandment is the foundation of the Christian view of positive and healthy relationships. We recognise how important Relationships and Health Education is within the overall context of the curriculum. Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe. Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

Our children are growing up in a world very different to that in which we grew up, Relationships Education and Health Education is vital in order to prepare our pupils for life and work in modern Britain. The Secretary of State from the DfE states: *'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 how to manage their academic, personal and social lives in a positive way.'*

Our pupils say Relationships and Health Education is important because "it helps us know right from wrong; be aware of things we might not already know about; know what is legal and illegal, know who your friends really are; make good and better choices; don't follow the wrong path; if searching on Google you would know if it's safe or not; don't fall into online traps; tell others how to avoid making mistakes; who to ask for help and support; if something happens to us, we know how to solve it".

Our staff believe that Relationships and Health Education teaches vitally important values and life skills. We provide a broad and balanced 'spiral curriculum' which promotes the spiritual, moral, cultural, mental and physical development of all children at school and prepare them for their next stage of education and experiences in later life. Euxton C.E Primary School enables pupils to develop knowledge, strategies, skills and language and confidence required to behave according to their values in new situations. Safeguarding is paramount and teachers support children to ensure they know how to stay safe in school and outside of school. Our children will develop attributes of resilience, self-esteem, teamwork, critical thinking and risk-management by developing and deepening their understanding of Christian, SMSC and British Values which are threaded through curriculum. We believe that in our Christian family, we all SHINE in the light of Jesus and children at our school focus on learning the values of Wisdom, Compassion, Humility, Friendship, Peace, Trust, Forgiveness, and Hope.

Through the development of this policy we wish to display how Relationships and Health Education at Euxton C.E. Primary School contributes to our school's statutory duties to provide Relationships and Health Education lessons as part of a broad, balanced and creative curriculum.

### **IMPLEMENTATION - Planning:**

At Euxton C.E. Primary School we believe that each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on the Christian principles, which both respects the human body and seeks to ensure health and well-being. Relationships and Health Education is not taught in isolation. Teachers ensure the curriculum is developmentally appropriate, tailored to meet the needs of our children and content is made accessible to all including SEND children. We adhere to the Equality Act 2010 and ensure that the needs and interests of all pupils, irrespective of gender, family, culture, ability or aptitude are addressed and respected. We ensure that role models in all different relationships are used in the classroom and discussions for example by using stories which celebrate different families. Teachers are responsible for teaching in line with the Church of England foundation of the school. Staff will not only present stereotypical views of family when teaching Relationships and Health Education and will be sensitive to individual children's situations.

Teachers have implemented the 1decision scheme of work, yet Relationships and Health Education contributes to all areas of the Primary curriculum. For example; human body parts in science, health and wellbeing in PE sessions and mindfulness times, Y6 teaching about World War 2 is an opportunity to discuss mental health issues. There is also a large contribution of our teaching of Relationships and Health Education through the delivery of our R.E. and Heart Smart programmes of study. The 1 decision scheme of work maps out the themes covered each term for each key stage. It ensures that what we teach will be an appropriate balance and distribution of work and units identified may be taught in different year groups to meet the needs of the cohorts. At Euxton C.E. Primary School we aim to identify these opportunities at the planning stage giving children ways to use their developing skills in real contexts and providing reinforcement and enrichment through additional provision in topic lessons, e.g. cultural enrichment days, class worships, charity fundraising events. We will create a safe and supportive learning environment and ensure that where pupils indicate that they may be vulnerable and at risk, they will receive appropriate support. Our school seeks to ensure members of staff are positive role models. Each year group negotiates class agreements at the beginning of the year and are used to create and maintain a safe learning environment for staff and pupils. These will be recapped at the start of every Relationships and Health Education lesson. Distancing techniques are used to promote discussion whilst ensuring discussions are not personal, for example by using stories, case studies, topical video clips. Pupils are encouraged to talk honestly and openly and feel confident to ask questions during discussions or place questions in a designated 'Ask It Basket'. Wherever possible, questions will be answered promptly and honestly. If it is deemed that a question relates to a sensitive or controversial subject, then the child will be asked to place their question in the 'Ask It Basket' so that the teacher can prepare to answer their question in an appropriate manner. If a teacher deems a discussion or questions has moved away from the learning intention and is leading towards a sensitive topic, the teacher will take one of the following actions:

- The teacher will reassure the child that their question will be answered in due course and ask the child to follow the 'Ask It Basket' procedures.
- The teacher may phone home to speak to parents and ask if they would like to address the question at home or ask if they would like staff to answer the question at school or work

together as home and school to answer the question. The teacher may give the pupil further direction as to who can support them with information to address their query.

- In some cases, a question of request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with school's policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.
- Teachers will not answer any personal questions relating to RSE.

In the EYFS curriculum, one of the prime areas is Personal, Social and Emotional Development. PSED is fundamental to supporting children's development in all areas of learning. The key learning linked to PSED for Reception class is:

- *Making relationships*
- *Self confidence and self awareness*
- *Managing feelings and behaviour.*

Statutory Guidance on Relationships Education for KS1 and KS2, the following topics are covered:

- *Families and people who care for me*
- *Caring Friendships*
- *Respectful relationships*
- *Online relationships*
- *Being safe*

Statutory Guidance on Physical Health and Wellbeing Education (Health Education) for KS1 and KS2, the following topics are covered:

- *Mental wellbeing*
- *Internet safety and harms*
- *Physical health and fitness*
- *Healthy eating*
- *Drugs, alcohol and tobacco*
- *Health and prevention*
- *Basic first aid*
- *Changing adolescent body*

*(For more detail see Appendices at end of policy.)*

### **Relationships and Sex Education**

At Euxton C.E. Primary School we teach sex education in line with the requirements of the national curriculum for science. The Science curriculum covers reproduction (see Science Policy). At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

Our school has decided not to teach sex education beyond these requirements as we know it will be covered appropriately as part of pupils' KS3 curriculum content. We recognise the importance of the transition to secondary school and we ensure that we put in place effective support for our pupils' emotional and physical development. Parents may choose to talk to their children about sex education at home and we would offer any support needed with these discussions and how to link this with what

is being taught in school. Parents do not have to right to withdraw their child from any aspect of Relationships and Health Education as all content is statutory and part of the National Curriculum.

### **IMPLEMENTATION AND IMPACT - Assessment, Monitoring and Evidence:**

Our teachers assess the children's work in Relationships and Health Education by making informal judgements during lessons, giving children feedback, using the 1decision assessment tools and pupil's self-assessment which they demonstrate by using a purple pen. We have clear expectations of pupil's knowledge and understanding at the end of each Key Stage. All Key Stage 1&2 children have individual 1decision books where they record their learning and progress. Each class has a floor book for recording RE, Heart Smart and other SMSC evidence. In Reception, the children are assessed by the achievement of the PSED Early Learning Goal by the end of the year. The subject lead, Mrs Ash, is responsible for the monitoring of the subject through lesson walk throughs, pupil voice, book reviews and parental feedback. The link governor for these subjects is Mrs Hodges. Her role is to support the subject lead, ensure implementation of statutory Relationships and Health Education across school and feedback progress to Governors. The senior leadership team and members of the Governing body review the curriculum and the impact of any improvement initiatives. Parents are consulted on changes in policy and delivery and invited to contribute to any review. Parental consultations will take place every 2 years to inform parents of content delivery as their child moves across key stages. The subject lead will review the policy annually to ensure statutory requirements are met. The policy is approved by our school Governing body before being published and made available on the school website.

### **IMPLEMENTATION AND IMPACT - Enrichment opportunities:**

Our PSHE Education is enhanced using our cross curricular approach and enhancement opportunities which enable children to develop their values and skills within these activities.

Enrichment opportunities are well documented on our school twitter feed. Other examples include:

- Grandparent's Christmas Coffee Morning - positive community involvement of the school family
- Y5 school choir singing Christmas carols and songs at Euxton library
- KS1 and KS2 children have benefitted from active maths and money management problem solving using real life contexts provided by the Football Development Programme
- New Reception Starters 'dine with child' - family involvement and healthy eating
- Christmas Fair - OSC stall to sell homemade items and money management
- Sports Day - healthy body and mind, physical well being
- Visit from Chorley magistrates and local councillor - focus on Democracy
- Class worships - developing commitment, resilience and values, parental involvement
- Charity fundraisers - Odd Socks Day, Children in Need, cake sales for school charity suggestion box
- Visits from neighbourhood police, Fire service, health professionals
- Sports and Play leaders - Playtime buddies
- Cultural Days - Chinese New Year, Hindu celebration workshops

### **IMPACT - Targets:**

Target	Evaluation
<b>Implement 1decision scheme of work</b>	<ul style="list-style-type: none"><li>• Ensure progression of skills</li><li>• Monitor progress/ pupil's self assessment</li></ul>

	<ul style="list-style-type: none"> <li>• Pupil/staff questionnaires - share findings with staff</li> </ul>
<b>Pupil voice - ask children's views and opinions on the PSHE curriculum they receive</b>	<ul style="list-style-type: none"> <li>• Take on board ideas and opinions and use them to inform planning and further implementation of Relationships and Health Education curriculum</li> </ul>

**IMPACT - Staff training:**

<b>STAFF</b>	<ul style="list-style-type: none"> <li>• Relationships and Health Education training - implementation of 1decision scheme of work and PSHE as a statutory curriculum area. Look for further cross-curricular opportunities.</li> </ul>
<b>SL CPD</b>	<ul style="list-style-type: none"> <li>• Relationships and Health Education cluster - keep up to date with current Relationships and Health Education issues and cascade knowledge with staff.</li> </ul>

**FUTURE INTENTION, IMPLEMENTATION AND IMPACT - Future Targets:**

- Continue to embed PREVENT/British Values objectives into Relationships and Health Education curriculum
- Send information to parents to share information on how Relationships and Health Education is delivered in school. Invite parents to respond via email as part of the consultation and use their comments and opinions to help inform and review policy.
- Enhance and embed well-being programme following COVID-19 school closure and ensure it is part of daily practice to support children.
- Enhance Relationships and Health Education by including a First Aid day for KS2 children initially. Review impact - if deemed positive and effective impact, plan First Aid session for infants and create a training cycle.

Appendix 1

**Relationships Education**

By the end of Primary school, pupils should know:

<b>Families and people who care for me</b>	<p>Pupils should know:</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> </ul>
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	<ul style="list-style-type: none"> <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. <ul style="list-style-type: none"> <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> </li> </ul> <p><i>(*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. The Church of England affirms, according to our Lord's teaching, that marriage is in its nature a union permanent and lifelong.)</i></p>
<b>Caring Friendships</b>	Pupils should know: <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>
<b>Respectful Relationships</b>	Pupils should know: <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> <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>	Pupils should know: <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>

	<ul style="list-style-type: none"> <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>	<p>Pupils should know:</p> <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>

## Appendix 2

### Physical health and mental wellbeing

By the end of Primary school pupils should know:

<b>Mental wellbeing</b>	<p>Pupils should know</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> </ul>
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	<ul style="list-style-type: none"> <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>	<p>Pupils should know</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>
<p><b>Physical health and fitness</b></p>	<p>Pupils should know</p> <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>
<p><b>Healthy eating</b></p>	<p>Pupils should know</p> <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>	Pupils should know <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>	Pupils should know <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>	Pupils should know: <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>	Pupils should know: <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>

**Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)