



Through God We Achieve

OUR VISION AT ST. STEPHEN'S CE PRIMARY SCHOOL

To deliver outstanding education in a caring community, with God at its centre

'Turning your ear to wisdom and applying your heart to understanding'. Proverbs 2:2

OUR VALUES:

Joy - we provide a happy and stimulating environment, rooted in Christian values.

Excellence - we are a church school committed to the highest standards in everything we do.

Relationship – we work hand-in-hand with St Stephen's Church as well as our parents and carers.

Respect - we enable our children to deepen or realise their own faith and respect the freedom of others in their beliefs.

Nurture – our children are cared for spiritually, morally, intellectually, physically, socially and emotionally.

RELATIONSHIPS AND HEALTH EDUCATION POLICY

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Updated	Emma Mahon	04/2020	✓
Next Review	Emma Mahon	04/2022	
Approved	Governors	04/2020	✓

1. INTRODUCTION AND RATIONALE FOR POLICY

As a Church of England school, our intention is to embed the belief that “Every person in the school community is a child of God: so at the heart of Christian distinctiveness in schools is an upholding of the worth of each person” (**Valuing All God’s Children, Church of England 2017 p11**) and ‘Relationships Education...must be inclusive and meet the needs of *all* pupils’ (**Church of England Education Office Response to a Call of Evidence on RSE Curriculum p2**).

The government introduced Relationships and Health Education as a statutory subject for primary schools so ‘all young people are taught to stay safe and are prepared for life in modern Britain’. The topics that will be covered are to ensure pupils ‘embrace the challenges of creating a happy and successful adult life...have the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. (Gov guidance p. 8)

In line with the Government’s vision to ensure that all ‘all young people are taught to stay safe and are prepared for life in modern Britain’, the governors, teaching staff and volunteers of St. Stephen’s C.o.E recognise the necessity to implement Relationships and Health Education as part of our statutory teaching curriculum. We identify the need to teach pupils in an age-appropriate way about respectful and healthy relationships, internet safety and health education, which is in line with our safeguarding policy, ensuring that all our pupils have the necessary knowledge to build healthy relationships, stay safe and become successful adults.

To this end, the Governors and school staff will be committed to ensuring that all members of the school community are aware of the topics that will be covered in this subject, the primary resources that will be used as well as the school’s statutory and ethical responsibilities to St. Stephen’s pupils. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant members of the Governing Body attend appropriate training and working effectively with other professionals on behalf of the children. The school’s Governors, Relationships Education Coordinator, Heads of Teaching and Learning and Safeguarding and Head teacher are responsible for ensuring that the statutory obligations are being met by the school and effective teaching and learning is happening at every opportunity.

Aims and Objectives of Relationships and Health Education

At St. Stephen’s we agree with the Church of England that we want all of our pupils ‘to flourish and to be equipped to live and learn safely in the modern world’. Our aim is to empower our student body to gain the knowledge, skills and confidence to make their own positive, healthy and safe choices. This knowledge will enable them to be able to care for themselves as they grow, and develop resilience as well as applying their faith in times of hardship. They will know how and where to get help should they need it as well as respecting themselves while building positive relationships as they grow.

Relationships Education will cover:

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

NB some of these topics will include recognition of same sex relationships in line with the Equalities Act of 2010. Please see in the appendix.

Health Education will cover:

- Mental Wellbeing
- Internet Safety and harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and disease prevention
- Basic First Aid
- Changing adolescent bodies including puberty

We at St. Stephen's classify lessons involving puberty an integral part of health education *not* sex education. All parents will be duly informed when lessons about puberty will be taught and will be welcome to discuss methods and resources with the class teacher and Heads of Teaching and Learning. Please refer to the Sex Education Policy for further detail on what will be covered in Sex Education.

Relationships and Health Education is a broad and complex topic and as such some topics will also be covered in lessons across the curriculum such as English and Library. Science has links with Relationships and Health Education and will cover according the National Curriculum:

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Roles and Responsibilities

All members of staff have a duty of care to ensure that pupils practise healthy and safe relationships with their peers and any of other persons of interest (including staff). Please refer to our safeguarding policy for further steps regarding concerns.

All class teachers will plan and execute sequences of lessons that will meet the statutory requirements listed above.

The subject coordinator (Emma Mahon) will ensure all teaching members of staff are aware of the statutory requirements, provide INSETs throughout the academic year to ensure members of staff are aware of any developments and monitor the pupils' development through lesson observations, work produced from these sessions, reviewing the class books and displays as well as speaking with the pupils across the school once a term.

The Head of Teaching and Learning (Chloe Bell) will ensure that the subject coordinator (Emma Mahon) is monitoring this subjects developments and review the monitoring done by said subject coordinator to ensure all learning is effective and in line with the government requirements.

The Headteacher (Michael Schumm) will ensure that the school is meeting and exceeding the statutory guidelines alongside the Head of Teaching and Learning (Chloe Bell) and Subject Coordinator (Emma Mahon).

The Head of Safeguarding (Sally Bouwman) will ensure that lessons about personal safety are being taught in line with the safeguarding policy.

Computing Coordinators (Luke Faith and Tina Billington) will ensure that e safety (including cyber bullying and messaging friends online) is being addressed and taught in a sequence of lessons and alongside the Relationships and Health Education Coordinator (Emma Mahon) will monitor pupils' understanding and development of this topic.

The lead governor (Nisha Collard) and school governors will ensure that St. Stephen's is meeting the statutory requirements stated by the government and excellent teaching practice is consistently and regularly being carried out and excellent, age appropriate progress is happening in each year group.

Approaches to Teaching and Learning

St. Stephen's approach to Relationships and Health Education consists of weekly timetabled formal lessons which build on pupils' understanding of the topics listed above. We use as a basis **Coram Education** plans and resources to provide consistency for all pupils and to ensure that each pupil's knowledge is built upon year by year through a spiral curriculum. All teachers may use additional appropriate resources to compliment **Coram Education** plans and the requirements set out in this policy at the discretion of the Subject Coordinator (Emma Mahon) and the Head of Teaching and Learning (Chloe Bell).

Each term will cover issues that stem from three main topics:

- **Relationships**
- **Health and Wellbeing**
- **Living in the Wider World**

As some of the topics we discuss have a broad range of points, we as a school approach the various topics through child driven discussion ensuring pupils have the time, safe space and opportunity to explore various topics with guidance and support from the class teacher. This allows teachers to have the flexibility to revisit a topic a number of times based on the class' needs and the pupils' developing requirements throughout the year. We believe that effective teaching in Relationships and Health Education is informed by the children with the teacher having the expertise and understanding of their class needs to plan and teach accordingly. Each teacher is encouraged to respond to their pupils' needs by extending a particular lesson or focus if needed.

As some topics may be sensitive, each session begins with establishing a 'safe zone' where pupils and teachers identify how to create a safe nurturing space before delving into the topic. It is at each teacher's discretion how these 'safe zones' are established as well as being guided by the subject coordinator (Emma Mahon).

Discussion is a key part of Relationships and Education both for pupils understanding and teacher's informal and formal assessment for learning judgements. All lessons provide plenty of opportunity for pupil's voice to be heard and all classrooms have a 'question box' available should less confident pupils have a question or concerns.

Children with special educational needs including cognitive and learning, communication, social, emotional and behavioural difficulties may require additional support with the content and delivery of lessons. Teachers will discuss individual needs with the SENCo and parents and appropriate accommodations will be put in place e.g. 1:1 session, use of alternative materials

Enrichment opportunities are available throughout school life at St. Stephen's through workshops, drama, Library sessions, Kick London sessions, sporting events and weekly assemblies with Reverend Dennis and Alastair (Kick London) ensure the Christian ethos is embedded in these topics.

Assessment

To assess in education is to gain an understanding of a pupil's knowledge in a particular topic. In primary schools, an effective way of doing this is through informal and formal methods. All class teachers will gauge an idea of pupil's achieved learning through one to one and class discussion. Teachers will also keep a record of pupils' work and have a 'working wall' displaying pupils' thoughts and learning from each lesson that term. This will provide a constructive display for pupils to refer to and will be an 'active' resource in the classroom.

The subject coordinator will meet and discuss their learning every term as well as observing lessons throughout the school year to excellent standards are being met and all children progress in their understanding. The subject coordinator will also talk with children to ensure that long term learning is being upheld in this subject in every year group.

Responding to tricky questions or statements

All classes should establish 'ground rules' for a safe space at the beginning of each Relationships and Health Education session.

If a pupil says a comment or question which may not be appropriate for the year group or context of the lesson, the teacher will thank them for their comment (should this be apt) and respond with comments similar to 'We aren't going to talk about that now' or 'That's not appropriate for this conversation in the whole class setting' or 'That will be something you learn about when....'. These responses may vary year group to year group. The teacher or the TA will then follow guidance set in the safeguarding policy if he/she/they have concerns about the pupil's comment. If there are no concerns from a safeguarding point of view the teacher will relay comments to the parents should they wish to educate or address these issues at home.

When unsure about the next steps, teachers or TAs are advised to consult with the Headteacher and Head of Safeguarding on the next steps as soon as possible.

Right to Withdraw

The only subject children can be withdrawn from is sex education which takes place in Year Six.

Lessons classed as Relationships and Health Education are statutory topics which children cannot be withdrawn from in line with the statutory government stipulations. Lessons discussing puberty including hormones, periods and body changes happen in Year Five and are classed as Health Education. Parents will be informed when these lessons will take place (in Year Five) so they have a chance to view the resources and discuss with the teacher the format of the lesson.

Please note puberty discussions in Year Four will address personal hygiene as part of Health Education. ***Please refer to the sex education policy for further information on this topic.***

Appendix

Documents that inform our Relationships and Health Education Policy

Documents that inform the schools RSE policy include:

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010),*
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education (2019)*
- *Statutory safeguarding guidance (2016)*
- *Children and Social Work Act (2017)*

Statement from the Diocese

Statement from the Church of England

Relationships and Health Education program of study

Relationships Education Policy 2020

Safeguarding Policy

Computing Policy