

WARREN FARM PRIMARY SCHOOL

Relationships and Health Education Policy 2022



Date of Last review	30/09/2022
Date agreed by governors	10/11/2022
Date of next review	10/11/2023

SCHOOL CONTEXT

Warren Farm Primary School is situated in the Kingstanding Ward of Birmingham. The school serves an area of high social disadvantage, high unemployment, high crime and high levels of drug use and drug related crime.

Warren Farm is a one and a half entry primary school with 324 pupils on roll from age three to eleven years. The percentage of pupils eligible for Pupil Premium or Ever6 is above average (45.37%). The percentage of pupils identified as having special educational needs is higher than national averages in our early years due to our early identification processes and comprehensive provision strategies. The range and nature of pupils' special educational needs are largely associated with moderate learning difficulties and speech and language and communication difficulties. We are noticing however an increasing number of ASD related needs. Pupils' attainment on entry to school is poor. Ethnic mix 55% White UK, 12% Mixed Race, 6% Black Caribbean, 12% Black African, 10% Asian 4% Other White Background and 1% refused. 14.5% of pupils have English as a second language. 49% of our pupils are girls and 51% are boys.

We currently have 61 pupils with identified Special Educational Needs (whole school inc EYFS)

EHC (Education Health Care Plan)	=	0.3% (1 pupil)
K (SEN Support)	=	18.5% (60 pupils)
Total	=	18.8% (61 pupils)

The majority of our SEN children have support for language, however many of our pupils have many other barriers to their learning which are emotional and social. Our school has very stable mobility 11% and our attendance levels are good. They currently stand at 96.2%.

Health Authority statistics show that the population of Kingstanding have a lower life expectancy, by up to ten years, through health issues such as cancer and lifestyle issues such as smoking, alcohol and drug abuse (North Birmingham PCT).

The rate of teenage pregnancy in the area is one of the highest in the country (PCT). Drug and alcohol related crime is well above Birmingham averages (72.6% in quintile 1, compared to the Birmingham average of 30.6% (latest Deprivation Information).

(School level data from sims.net September 2022)

School Vision and Rationale

Warren Farm Primary is a very warm, friendly and welcoming school. We strongly believe that people achieve more when they feel happy, secure and valued.

Our philosophy is that children should enjoy their learning and we strive to equip them with the skills that they will need in their future lives.

We pride ourselves on the fact that we are a "values school". We teach about human values through our very strong PSHE curriculum. Our PSHE curriculum is delivered through the vehicle of 'Circle Time.' We have very high expectations of all of our children and our whole school ethos is about striving to give of our best and to become the best person we can be.

Team spirit is also an integral part of our ethos, with our school motto being T.E.A.M (Together Everyone Achieves More). We expect everyone who is involved in our school (pupils, staff and parents), to make positive contributions to the school and its community. There is a focused commitment by all to "Teaching and Learning" which includes staff, families and the community and we are proud of what we do.

We have a strong emphasis on mutual support and sharing of good practise. We are constantly adaptive and reflective to ensure that we meet the ever changing needs of all of our children and we are always willing to embrace new ideas to ensure that every child succeeds.

This policy should be read in conjunction with: **Relationships Education, Relationships and Sex Education (RSE) and Health Education. (Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers.)**

Rationale

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can 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 our pupils to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life.

This helps us as a school to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school. We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

From September 2020 it is a legal requirement to teach Relationships and Health Education at primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

In addition to the requirements of the National Curriculum in Science, in school we teach Sex Education.

POLICY DEVELOPMENT AND CONSULTATION

The policy has been developed through consultation with our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils.

Relationships and Health Education

At Warren Farm Primary School, understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about the understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of loving relationships, safety, love and care.

Aims and Objectives of this policy and the relationships education curriculum:

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually
- Relationship Education provides a foundation for further work at secondary school
- To help young people to respect themselves and others
- To support pupils through their physical, emotional and moral development
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene
- To help pupils understand the significance of healthy relationships and its importance for family life.
- To help pupils move more confidently and responsibly into and through adolescence
- To help pupils to understand a range of views and beliefs about relationships
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs

MORAL AND VALUES FRAMEWORK THE PROGRAMME WILL REFLECT THE SCHOOL PHILOSOPHY AND ETHOS TO ENCOURAGE THE FOLLOWING VALUES:

We pride ourselves on the fact that we are a values school. We actively promote values such as; - respect, kindness, honesty, hard work, caring, co-operation and responsibility. As a school we also uphold the British Values of democracy, law, liberty, respect and tolerance in all we do. We teach values through our very strong PSHE (SMSC) curriculum. These include;-

- Respect for self and others.
- Responsibility for own actions.
- Responsibility for family, friends, school and the community.

CONTENT OF PROGRAMME PRIMARY

Our Relationship and Health Education curriculum has been developed through progressive units beginning from Year 1 to Year 6 (*Please see overview below*)

Long Term Curriculum Plan

Year Group	Relationship Theme	Health and Wellbeing Theme	Guidance
Year 1	My Friends and Me	Being Healthy	<ul style="list-style-type: none"> • Caring friendships • Respectful relationships • Mental wellbeing • Basic first aid • Health prevention
Year 2	Being Safe	Healthy Living	<ul style="list-style-type: none"> • Being safe • Online relationships • Respectful relationships • Families and people who care for me • Healthy eating • Physical health and fitness • Internet safety and harms
Year 3	Understanding the Wider World	Healthy Lifestyle	<ul style="list-style-type: none"> • Families and people who care for me • Respectful relationships • Mental well-being • Physical health and fitness • Health prevention • Healthy eating
Year 4	Understanding and Appreciating Positive Relationships	Healthy Behaviours Online and Offline	<ul style="list-style-type: none"> • Families and people who care for me • Respectful relationships • Being safe • Health prevention • Internet safety harms
Year 5	Keeping Safe in Virtual and Physical Relationships	Healthy Body and Mind	<ul style="list-style-type: none"> • Caring friendships • Being safe • Online relationships
Year 6	Challenging Stereotypes and Prejudices Through Topical Issues	Healthy Choices	<ul style="list-style-type: none"> • Respectful relationships • Being safe • Families and people who care for me • Online relationships

Health Education in Year 5

In preparation for our year 6 curriculum, children in year 5 will follow the Science National Curriculum.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

SEX EDUCATION

The school believes that in order to further the aims and objectives outlined above it is necessary to provide children with sex education lessons. The school's sex education programme will include four lessons taught in year 6. Parents will be notified in writing before these lessons take place so that they can view the resources used and if they wish - notify the school that they would like to withdraw their child from these specific lessons. These lessons include;-

Year 6

- Lesson 1 - puberty and reproduction
- Lesson 2 - relationships and reproduction
- Lesson 3 - conception and pregnancy.
- Lesson 4 - FGM.

Some safeguarding issues are also taught during SRE lessons.

ORGANISATION AND METHODS OF TEACHING

Planning and delivery of programme

- This scheme of work has been planned by school staff and supporting external agencies.
- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected.
- All lessons will be taught in Year 6 in selected single sex groups by trained, confident staff.
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school.
- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated.
- Materials used reflect the consultation with parents/carers and the school staff. Age and cultural backgrounds of the pupils were regarded into relation to images used.

Overview of Mandatory requirements (Where are themes taught?)						
Year Group	Relationship Education			Health Education		
	Relationship	Safety On & Offline	Families	Mental Well being	Health Prevention	Changing Bodies
1	*		*	*		
2	*	*	*	*		
3	*		*	*	*	
4	*	*	*	*		
5	*	*	*	*	*	*
6	*	*	*	*	*	*

AREAS OF RESPONSIBILITY:

Head Teacher and Governors

- Ensure the framework is followed.
- Ensure that this policy is made available to parents.
- When developing and amending this policy, work with parents and listen to their views

Teaching Staff

- Implement this policy with the guidance of senior leaders in the school.
- Ensure that the policy is followed in applied practice.
- Liaise with the governors on the teaching of RHE and (Sex Education) in school as required.
- Liaise with parents and feedback any concerns, following the school's usual procedures.
- Respond to the needs of pupils, following the school's usual procedures.

SPECIFIC ISSUES

Confidentiality

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

Changing Facilities for Physical Education; Upper Key Stage 2 In our school we ensure that pupils are offered privacy when changing for physical education. Separate facilities will be offered to maintain privacy and self-esteem.

Use of External Providers

External providers should be made aware of the school's policies and procedures prior to planned delivery. They will be expected to follow the school's agreed scheme of work and that all delivery with pupils will be evaluated.

Answering Difficult Questions

- If a pupil asks a difficult question during a whole class session, staff will be expected to answer honestly and factually as age appropriate.
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents.
- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery.
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will focus heavily on the importance of healthy relationships.
- Responses to questions answered need to follow the school's policy.
- Any concerns raised should be discussed with a senior leader or DSL, depending on the concern.

WORKING WITH PARENTS

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role.

On an annual basis parents will be specifically informed about the discrete lessons on sex education and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place. Parents will be consulted when this Relationship and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with Mrs Taroni, (Assistant Head Teacher) or Mrs Barr, (Head Teacher.)

Parent Withdrawal

Parents have a right to withdraw their child from sex education lessons (non- statutory) but not from Relationships, Health Education or Science lessons (statutory). Where a pupil is withdrawn from sex education, the class teacher will ensure that the pupil receives alternative appropriate education, which may include the child working on an alternative project.

Any complaints will be addressed through the school's complaints procedure.

PROVISION FOR MENSTRUATION

SLT and KS2 staff will be available to support pupils and will have all the necessary resources. Sanitary disposal units are situated in the junior toilets.

Other related documents & policies

Cross reference to other related policies such as:-

- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- Peer-on-Peer Abuse Policy.
- Science Curriculum KS1 & KS2.
- The Birmingham Approach to Relationships and Health Education in Primary Schools 2020.
- United Nations Convention on the Rights of the Child.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance.

EQUAL OPPORTUNITIES/INCLUSIVITY

The school's Relationships and Health and Sex Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

MONITORING AND EVALUATION

This policy will be managed by the SRE/PSHE/Science Co-ordinator and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board. The policy will be reviewed annually.

DISSEMINATION OF THE POLICY

This policy will appear on the school website. Parents will be supplied with a fully copy on request. The policy will be communicated to all staff and governors.