Family Life and Growing up

Relationships and Health Policy

2021-22

At Cromwell Learning Community Multi Academy Trust we believe that learning without limits means we do not put a ceiling on children's achievement.

United Nations Convention on the Rights of the Child

Article 2: The convention applies to every child, whatever their ethnicity, gender, religion, language, or abilities, whatever they think or say, whatever their family background.

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it's within the law.

Article 14: Every child has the right to think and believe what they choose, as long as they are not stopping other people from enjoying their rights.

Article 24: Every child has the right to an education on health and well-being so that children can stay healthy.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities and encourage children's respect for human rights, their own and other cultures and the environment.

From September 2021 schools have a legal duty to teach Relationships and Sex Education. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

What does this mean?

Primary schools are required to teach the relationships and health element of this subject. This means we **DO NOT** teach sex education.

Aims and objectives of our Relationships and Health Education policy

At Cromwell, we recognise that we have a responsibility to give children all the support we can as they grow up. As a school we will be using the Lifewise PSHE and Activity scheme which covers the statutory requirements of RSE as stated in the national curriculum. However, it will be placed in the context of our school community. We need to be aware of the diversity of religious needs and we will ensure that the values of our community are taken into consideration.

At Cromwell, we aim to provide an atmosphere of confidence and trust in which all aspects concerning physical, moral, social and emotional development can be discussed. The school prospectus and ethos clearly stress that appropriate behaviour, attitudes and values are promoted and that all staff are committed to providing a caring environment. In being sensitive to the wishes of parents we will not forget our responsibility to meet the needs of children and their entitlement to equal opportunity.

Children are now reaching puberty at an earlier age than ever before (BENpct report 2008). They have the right to be made aware of the correct facts, eliminating any confusing messages received from each other or through the media. Whilst some parents are very comfortable talking with

their children about stable, loving relationships, respect, love and care and puberty, many admit they are not. We feel the school should take responsibility for providing information and work with parents to form a partnership.
Our policy at Cromwell will provide the basis upon which further development can be made in the secondary school.

What does our Relationships and Health Education policy promote?

It promotes lifelong learning about physical, social, moral and emotional development. It also promotes the benefits of healthy lifestyles and raises awareness about activities which can be harmful to our health. It is about the understanding of the importance of 'family life', different family set ups, stable and loving relationships, marriage and respect for others. Above all we promote understanding, kindness and compassion towards everyone whether they are similar to us or different from us.

Our curriculum

Our curriculum is largely defined by the learning intentions and activities from the Lifewise PSHE and Activity scheme which covers the statutory guidance as set out by the government for PSHE and RSE. As a school we have always taught PSHE as part of the school curriculum to help support pupils' physical, social, moral and health awareness. We will also incorporate the guidance from the NSPCC about 'The PANTS rule' which is designed to help keep pupils safe and make them aware that their body belongs to them. The main change is the addition of Relationships Education which is now statutory.

As a school we aim to:

- Provide information which is relevant and appropriate to the age and maturity of the pupils.
- Develop confidence in talking, listening, and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their bodies work.
- Can protect themselves and ask for help and support; and
- Are prepared for puberty (Years 4, 5 and 6, gender separated groups) supported by the school nurse).
- Year 6 girls will be learning about the FGM, it will be optional for the boys.

(See PSHE curriculum overview below)
EYFS overview- Early Years PSHE guidance
Year 1-6 Lifewise PSHE and Activity

Colour coding- Survival- Well-Being -Lifestyle- Life Prep -Drug's awareness

Pupil well-being underpins the entire PSHE curriculum that we use. The * indicates that well-being will also be a central theme within the lesson.

EYFS

Personal, Social and Emotional Development
Self-Regulation
-Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self
-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
-Explain the reasons for rules, know right from wrong and try to behave accordingly.
-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships
-Work and play cooperatively and take turns with others.
-Form positive attachments to adults and friendships with peers.
-Show sensitivity to their own and to others' needs.

Year 1	Year 2
-Braving the weather *	-Happiness
-Road Safety *	-It is okay not to be okay
-Emergency services *	-Anger-Difficult feelings and behaviour
-Communication	-Feeling sad
-Trust *	-A problems shared is a problem halved
-Safety symbols	-Dealing with loss
-Food and what not to eat *	-Personal goal setting
-My body belongs to me	-The art of failure
-Caring for animals *	-Relaxation
-Caring for nature *	-My body is growing
-Signalling and sign language	-Fire safety
-Running out of resources	-First aid/CPR
-Recycling and waste	-Fight or flight
	-Desert island
	-Medicines and drugs
	-Environment
	-Wildlife
	-Cyber safety
Year 3	Year 4
-Relationships with others	-Respect *
-Helping others to get help	-Problem solving and resourcefulness
-Growth mindset	-Leadership

-Mindfulness -Self-image -Anxiety -Stress -Problems solving and time management -Self worth -My body, Your body -Renewable energy -Playing outside -Dares and crazes -Bullying and teasing -Safety at home -Honesty -Young carers	-A balanced diet * -The importance of physical activity * -Where does my food come from? -Sleep * -Screen time * -Keeping my body safe -Food allergies -Food hygiene * -Vaccinations and diseases -Drinking and driving -Panic attacks -Taking care of our elderly -Alzheimer's and Dementia -Going into hospital
Year 5 -Learning * -Resilience * -Teamwork * -Dealing with adversity * -Responsibility and inspiration * - Body language and communication -You get out what you put into life -Communicating effectively -The digital world -Respecting other- Boundaries and beliefs * -My body changes -The NHS -Supporting the community -Saving money -Borrowing money -Junk food * -Nutritional values * -The Human body	Year 6 -From learning to working * -How to write a CV -Entrepreneurship/Enterprise and business -The power of negotiation * -The government -The law * -The organisation of life * -Tax -Banks -Pensions -My body changes -Drugs, alcohol, and smoking -Sport and racism * -Radicalisation * -Terrorism and keeping safe * -Carrying weapons * -Gambling and debt * -Public transport

Co-ordination

The policy will be at present co-ordinated by Mrs Darr, the Senior Leadership team and Curriculum leads. The policy will be shared with school staff, governors and parents to share the curriculum and make everyone aware of what we are teaching.

Who will teach it?

At present all members of staff are committed to the delivery of the programme. In service training will also be provided through INSET to support all staff with their delivery of the PSHE curriculum. Where possible any lessons related to the body from Year 1 to Year 6 will be delivered by the school nurse, currently the school nurse only delivers the puberty lessons for Year 5 and Year 6.

Delivery

- As topics.
- Through planned aspects of science.
- Through circle time.
- Through collective worship.
- With visitors – Birmingham Sign Posting Services.
- Addressed sometimes through assembly.
- Through RE.

Teaching Methods

- Discussions, encouraging full participation.
- Keeping mixed gender groups.
- Segregating classes into single gender groups may be appropriate for Year 5 and 6 classes where more sensitive issues are discussed – this may take place when an organised visit by the school nurse is made e.g. body changes.

Monitoring and Evaluation

Teachers, the PSHE Co-ordinator and the Head Teacher will monitor the PSHE taught within our school trough learning walks, book scrutinies and pupil voice.
The Relationships and Health Education policy will be reviewed every two years by the Senior Leadership Team and Curriculum leads.

Sensitive issues

-PSHE themes require sensitive approaches and staff are prepared to deal with these issues.
-Resources are carefully chosen to enable stories and situations to be explored in a safe context.
-Group agreements and class charters are put in place to support and protect all participants.
-Teachers will be prepared to handle personal issues arising from the work, and to deal sensitively with and follow up appropriately disclosures made in a group or individual setting.
-Difficult questions may be dealt with at a later time or in a smaller group. They may require parental involvement.
-All lessons will be taught objectively and professionally without any influence of personal beliefs, prejudice or opinion.

Equality of Opportunity

-All pupils, regardless of race, gender or ability, will access the RSE Curriculum.
-SEND pupils should have resources/activities differentiated appropriately for their needs.
-RSE should be accessible to all pupils. It is an opportunity to explore differences in a sensitive way to develop pupils' knowledge and awareness of disability, gender and individual differences.
-All types of family will be recognised, taking care to ensure that there is no stigmatisation of children based on their home circumstances e.g. families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.
-Children may have different roles within their family which may take many forms e.g. looked after children or young carers, stepsisters or brothers. Staff will address all situations with sensitivity to promote equality for all children.
In line with the Equality Act 2010 it is essential that our school:

-Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act:

Consideration of Religious Backgrounds

We are mindful of the religious diversity of our school community and the surrounding area. We recognise the multicultural, multifaith nature of the United Kingdom and try to accommodate a variety of views and beliefs that exist within our community.

However, while we have a responsibility to listen to different viewpoints, we also have a statutory duty to implement our RSE policy.

Policy date: July 2021

The following link provides access to the government guidance for RSE:

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Appendix 1- End of Primary School expectations

Families and people who care for me	Pupils should know • that families are important for children 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. • that marriage[1] represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 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	Pupils should know • 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, 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. • 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.

[1] 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.

Respectful relationships	Pupils should know • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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.

ARIAL 12 FONT FOR MAIN BODY

HEADING 4 for subheadings