

RELATIONSHIPS AND HEALTH POLICY

HOLY TRINITY & ST JOHN'S C E P SCHOOL

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As a Church of England School this policy is read within the context of the Christian values and teachings of our school.

HOPE | BELIEVE | ACHEIVE

To develop confident, curious, independent, resilient life-long learners within a Christian environment

Relationships and Health (RHE) Policy

Intent

It is a legal requirement for all pupils in maintained primary schools to study Relationship and Health education. We have developed our curriculum in line with our Christian ethos and Relationship and Health Education will support our pupil's learning and help them become respectful and compassionate of those around them. Our curriculum has been designed to ensure that it is closely linked to our values and Bible teachings and supplemented by our whole school worship.

The majority of elements of the RHE curriculum are a statutory requirement to teach to meet the latest government RSHE guidance and The Equalities Act, 2010. Pupils will be taught RHE through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning.

Relationship and Health Education will ensure all pupils understand and have the tools to manage relationships (both physical and virtual), have an awareness of managing money and understand choices they can make in regard to their physical and mental health. The subject is designed to support our pupils both now, and in the future.

Relationship and Health Education is broadly split into three key areas; Health and Wellbeing, Relationships and the Wider World.

Through the Health and wellbeing section, pupils will learn about physical and mental health. Our pupils will understand and be empowered to make choices that are healthy and promote good hygiene. The well-being strand will support our pupils to develop emotional literacy along with resilience and conversations about managing our feelings. It also helps pupils to understand that feelings can be challenging and that is a normal part of life. Furthermore, our pupils will develop their Growth Mind-set and be able to approach challenges with a positive attitude.

In the Relationships modules, pupils will learn about the wonderful diversity of relationships, the different forms relationships can take and how they have an important voice in reflecting on those relationships. Our pupils will reflect on the communities they belong to, and the roles they have within these communities. These modules will also focus on British Values and link to our Christian values as a school.

Through studying modules based around the Wider World, our pupils will understand the responsibilities they have to respect diversity and make responsible choices. The Wider World modules will also offer the pupils a deeper understanding of people's cultures and customs in different parts of the world and address financial issues such as income and how we manage our money. There is a focus on British Values within the curriculum to further support our pupils' understanding of culture, custom and diversity.

Pupils will develop the tools to navigate the challenges young people face in the modern world.

Our curriculum will:

- Help our pupils understand they are part of a number of communities
- Teach our pupils the roles and responsibilities they have within their communities
- Develop our pupils' understanding of their own unique nature
- Empower our pupils to make choices to protect themselves and others around them
- Promote a sense of responsibility for their immediate environment and the wider world
- Support pupils to understand finances and managing money
- Encourage our pupils to take an active role in their learning

The subject will be delivered to all pupils as the right to withdraw has been removed under the new DfE subject guidance. We recognise that some aspects of the curriculum have the potential to be challenging and sensitive but we believe that it is an essential part of learning for all our pupils. All lessons will be taught

within a Christian framework and lessons around more intimate relationships will be taught within this Christian context. Promotion of inclusivity and non-judgement will be consistent with our Christian ethos:

- Respect, compassion and loving care are the bedrock of all learning about relationships
- Sensitivity to a range of home-lives will be maintained at all times

Intent as a Church School

In developing the Relationship and Health curriculum, guidance has been followed from the Church of England. SIAMS says that the curriculum must “allow children to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.”. The curriculum is delivered in line with the Equality Act 2010 which prohibits harassment, discrimination and victimisation.

As a Church of England school, our curriculum will ensure that:

- Pupils should learn about the importance of marriage, family and committed relationships within society.
- Pupils will learn about physical and emotional development.
- Relationship and Health Education forms part of the child's social, personal, moral and spiritual development.
- Pupils should be taught to respect their own, and other people's, bodies.
- Pupils should learn the importance of positive relationships, trust and respect.
- Pupils should learn how to keep themselves safe in the real and virtual world.

This along with the opportunity for extra-curricular activities will reflect and support the school vision.

Implementation

RHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world. It is both age and developmentally appropriate and is sensitive to the religious character of the school. They will study Relationship and Health Education, delivered by our teaching team. Alongside Relationship and Health Education, pupils will learn about British Values and being part of the wider world.

We have decided to use the Twinkl Relationship and Health resources to implement our new curriculum to ensure consistency across the school. Lessons will be planned to include a range of approaches, including group work, discussion, role play and written work. At times the curriculum content but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning.

Furthermore, we will teach the skills of

- Turn taking
- Being positive and kind
- Listening
- Respectfully being quiet
- Recognising views that differ to their own, and respecting these

Our staff are trained to deal with concerns that our pupils may have regarding areas of sensitivity within the curriculum. Teaching will happen in a balanced, non-biased way and create an open, respectful and safe environment

The early years' PHSE curriculum is unaffected by the new legislation.

Impact

The impact of the teaching and learning will be assessed through book scrutinies, monitoring planning and discussions with both teaching staff and pupils. Through conversations with the pupils, the school will be able to assess the impact the new curriculum has on our pupils.

It is intended that the curriculum will develop our pupils as resilient, confident, curious and independent citizens in line with our school vision. So they are able to be responsible members of society now and in the future.

Sex Education

Intent

At Holy Trinity and St John's CEP, we believe it is important for our pupils to understand the changes their bodies go through. We also feel it is important that they recognise the power and control they have over their own bodies and treat themselves and others with dignity and respect. By teaching our pupils about puberty and appropriate relationships, our pupils will be empowered to make safe and sensible choices both now and later in life. Sex Education will be taught in a way that is factual and reflective of the Christian values of our school. It is our intention for our pupils to recognise and respect the sanctity of their bodies as God's creation and to view themselves as uniquely and wonderfully made.

Implementation

Sex Education is to be taught by the class teacher, with children taught alongside other children of the same gender. The pastoral care and Safeguarding teams will be available for pupils to talk to if they feel this is needed. Learning will be mainly discussion based but will also take other forms such as group and book work.

Year 5 – will have lessons taught in term 6. These will include the biological facts.

Year 6 – will have lessons taught in term 1. These will include relationships.

The resources used for year 5 and 6 are; the Christopher Winter Project.

Under the new guidance it is not statutory to teach sex education at KS1 or KS2. However, under the new guidance it is statutory to teach elements of sex education within the science curriculum. A full breakdown of what is taught is available from the school on request. Unlike Relationship and Health Education, parents have the right to withdraw their child from Sex Education. However, we do ask that you discuss any concerns you might have with the class teacher before making a decision.

Impact

The impact of Sex Education classes will be evaluated by observing lessons and discussions with the children and teachers. Pupils will leave the lessons with a better understanding of the changes their bodies go through and a sense of the responsibility and choices they have over their bodies.

Appendix I: Curriculum Overview KS1 and KS2

Year 1	TEAM	BRITAIN	BE YOURSELF	DIGITAL WELLBEING	MONEY MATTERS	AIMING HIGH
	Corinthians 12 12-27	Luke 10 25-37	Genesis 1	Genesis 1:27	Luke 19 1-10	1Samuel 17
	1) I can talk about the teams I belong to. 2) I can be a good listener. 3) I can explain how to be kind and why it is important. 4) I can talk about unkind behaviour, teasing and bullying. 5) I can explain how to be a positive learner. 6) I can identify good and not-so-good choices.	1) I can describe ways that I can help my school community. 2) I can describe ways that I can be a good neighbour. 3) I can identify things that help and harm my neighbourhood 4) I can describe what it is like to live in Britain 5) I can explore how people living in Britain can be different and how they are the same 6) I can share my ideas about being British and living in Britain.	1) I can talk about what makes me special 2) I can name some of the different feelings I have and can describe how they feel. 3) I can talk about things I like that make me feel happy. 4) I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. 5) I can discuss how change and loss make me feel. 6) I can share what I think and feel with confidence.	1) I can talk about ways in which the internet is useful. 2) I know how to balance screen time with other activities and understand why this is important. 3) I know how to stay safe on-line. 4) I can explain why we keep personal information private. 5) I know how to communicate on-line in ways that show kindness and respect. 6) I understand that not everything on the internet is true.	1) I can explain where money comes from and why we need it. 2) I can explain how we can keep money safe and why this is important 3) I can explain choices I have about spending money and why it is important to keep track of what I spend. 4) I can explain the difference between things we want and things we need. 5) I can explain how I keep my belongings safe and why this is important. 6) I can explain what happens when we go shopping.	1) I can think of star qualities I already have and those I would like to develop. 2) I can explain how a positive learning attitude can help me. 3) I can talk about jobs that people can do and tell my friends what I want to be when I grow up. 4) I can understand that it is a person's interests and skills that make them suited to doing a job. 5) I can think about things I would like to achieve in the future. 6) I can think about changes which might happen to me and consider how I feel about them.

YEAR 2	THINK POSITIVE	RESPECTING RIGHTS	VIPS	ONE WORLD	DIGITAL WELLBEING	SAFETY FIRST
	Galatians 6:7	Matt 22 34-40	Matt 19 13-15	Romans 14	Genesis 1:27	James 2 14-17
	1)I can understand how happy thoughts can make me feel good. 2)I can make good choices and consider the impact of my decisions. 3)I can set myself goals and consider how to achieve them. 4)I can discuss my feelings and opinions with others and cope with difficult emotions. 5)I can discuss things I am thankful for and focus on what I do have, rather than what I don't have. 6)I can focus on what is happening now and how I am feeling.	1)I can talk about what rights are and identify rights that all people share. 2)I can explain who helps protect our rights. 3)I can show respect for the rights of others and understand why this is important. 4)I can show respect for the differences between people. 5)I can understand why it is important to be fair. 6)I can explain why making a positive difference is important.	1)I can talk about the very important people in my life and explain why they are special. 2)I can describe why families are important. 3)I can describe what makes someone a good friend. 4)I can describe ways to help work out arguments and disagreements. 5)I can cooperate with others to achieve a task. 6)I can describe how I can show my special people that I care about them and understand why this is important	1)I can explore family life in different countries and say how it is the same as mine and how it is different. 2)I can discuss homes and home life from around the world and say how they are the same as mine and how they are different. 3)I can explain what it is like to go to school in other countries and say how it is the same as or different from my school. 4)I can explore places where people live which are different from where I live. 5)I can think about how people use things from the earth and what problems this can cause. 6)I can say why it is important to care for the earth and identify how I can help protect it.	1) I can talk about ways in which the internet is useful. 2) I know how to balance screen time with other activities and understand why this is important. 3) I know how to stay safe on-line. 4) I can explain why we keep personal information private. 5) I know how to communicate on-line in ways that show kindness and respect. 6) I understand that not everything on the internet is true.	1)I know how to stay safe and who can help if I feel unsafe. 2)I know how to stay safe at home. 3)I know how to stay safe when I am out and about. 4)I can keep myself safe when I use the Internet. 5)I know my body belongs to me and how to keep my body safe. 6)I know who to go to if I need help

YEAR 3	TEAM	BRITAIN	BE YOURSELF	DIGITAL WELL- BEING	MONEY MATTERS	AIMING HIGH
	Corinthians 12 12-27	Luke 10 25-37	Genesis 1	Genesis 3	Luke 19 1-10	Samuel 17
	1)I can talk about changes and how they might make me feel. 2)I can explain how and why we should work well as a team. 3)I can describe how my actions and behaviour affect my team. 4)I can pay attention to and respond considerably to other. 5)I can describe why disputes might happen and strategies to resolve them. 6)I can talk about my responsibilities towards my team	1)I can describe what it is like to live in Britain. 2)I can talk about what democracy is and understand why it is important. 3)I can talk about what rules and laws are and identify how they help us. 4)I can talk about what liberty means and I can identify the rights of British people. 5)I can describe a diverse society and talk about why it is important. 6)I can explain what being British means to me and to others.	1)I can say the things about myself that I am proud of. 2)I can identify the feelings I have and describe how different emotions feel. 3)I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. 4)I know how to be assertive. 5)I can explore messages given by the media and decide if they are helpful or harmful. 6)I can identify different strategies I can use if I make a mistake	1) I can identify the positives and negatives of being on-line. 2) I can be kind on-line and I can help make the internet a safer place. 3) I know hoe to stay safe when communicating on-line and what to do if I don't feel safe. 4) I can decide how reliable on-line information is and know how to share information responsibly on-line. 5) I can identify things we shouldn't share on-line and give reasons why we shouldn't share them. 6) I understand how technology can affect our well-being in different ways.	1)I can explain what skills are needed for a range of jobs and why people go to work. 2)I can explain the different ways people pay for things. 3)I can explain ways people can borrow money and discuss some consequences of borrowing. 4)I can explain the difference between things we want and things we need. 5)I can explain how adverts try to influence our spending and why they do this. 6)I can explain ways I can keep track of what I spend and why it is important to do this.	1)I can identify achievements and suggest how my actions can help me achieve. 2)I can identify personal goals and suggest actions I can take to achieve them. 3)I can explain how a positive learning attitude can help me learn new things. 4)I can identify the skills and attributes needed to do certain jobs. 5)I understand that gender does not limit us in becoming what we want to be in the future. 6)I can discuss what job I might like to do when I grow up and what skills I need to achieve this.

YEAR 4	THINK POSITIVE	RESPECTING RIGHTS	VIPS	ONE WORLD	TEAM	DIGITAL WELL- BEING
	Matt 1 18-23	2 kings 2 23-25	1 Samuel 18	John 17-23	Corinthians 12 12-27	1 Corinthians 3
	1)I understand that having a positive attitude is good for our mental health. 2)I can recognise and manage positive and negative thoughts effectively. 3)I understand that some changes can be difficult, but that there are things we can do to cope. 4)I can use mindfulness techniques to keep calm. 5)I can identify uncomfortable emotions and manage them effectively. 6)I can apply a positive attitude towards learning and take on new challenges.	1)I understand what rights are and that all people share the same rights. 2)I understand what the Universal Declaration of Human Rights and the Declaration of the Rights of the Child are and why they are important. 3)I can explain what democracy is and how this relates to rules and human rights. 4)I understand that human rights are not dependent on responsibilities. 5)I can explain what it means to respect the rights of others and I understand why this is important. 6)I understand how stereotypes can stop people's human rights being met.	1)I can explain why we need new friendships and how to make them. 2)I can create a list of positive actions needed to stay friends with my friends. 3)I can identify my own support network. 4)I can demonstrate strategies for resolving conflicts. 5)I can identify what bullying is. 6)I know what to do if someone is being bullied.	1)I can discuss ways in which people's lives are similar and different and give reasons for these differences. 2)I can explore differences of opinion and identify if I feel these are fair. 3)I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. 4)I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. 5)I can explain what climate change is and how it affects people's lives and identify what I can do to help. 6)I can identify different organisations which help people in different countries who are in challenging situations and explain how they do this.	1)I can talk about changes and how they might make me feel. 2)I can explain how and why we should work well as a team. 3)I can describe how my actions and behaviour affect my team. 4)I can pay attention to and respond considerably to other. 5)I can describe why disputes might happen and strategies to resolve them. 6)I can talk about my responsibilities towards my team	1)I can be responsible for making good choices to stay safe and healthy. 2)I can identify a risky situation and act responsibly. 3)I understand that I can choose not to do something that makes me feel uncomfortable. 4)I know how to be safe on and near the road. 5)I know about dangerous substances and how they affect the human body. 6)I can keep myself safe when I use the Internet.

YEAR 5	TEAM	DIVERSE BRITAIN	BE YOURSELF	DIGITAL WELL- BEING	ONE WORLD	Christopher Winter Project
	Nehemiah 3	Exodus 20	Genesis 1:27	1 Corin 6	n/a	Genesis 39:19
	1)I can talk about the attributes of a good team. 2)I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. 3)I can work collaboratively to complete a task. 4)I can compromise to ensure a task is complete. 5)I can reflect on the need to care for individuals within a team. 6)I can understand the importance of shared responsibilities in helping a team to function successfully.	1)I can talk about the range of faiths and ethnicities in Britain and identify ways of showing respect. 2)I can explain what a community is and what it means to belong to one. 3)I can explain why and how laws are made and identify what might happen if laws are broken. 4)I Can discuss the terms democracy and human rights in relation to local government. 5)I can discuss the terms democracy and human rights in relation to national government. 6)I can investigate what charities and voluntary groups do and how they support the community.	1)I can explain why everyone is unique and understand why this should be celebrated and respected. 2)I can explain why I should share my own thoughts and feelings and I know how to do this. 3)I can explore uncomfortable feelings and understand how to manage them. 4)I can understand why we sometimes feel shy or nervous and know how to manage these feelings. 5)I can identify when I might have to make different choices from those around me. 6)I can explore how it feels to make a mistake and describe how I can make amends.	1) I can identify the benefits of the internet and know how to look after my digital well-being. 2)I know how to stay safe, healthy and happy online and when I use digital technology. 3)I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful relationships. 4)I know how to use social media responsibly to protect the health, well-being rights for all. 5)I know what online bullying is and what to do if I see or experience it to help make it stop. 6)I understand not all information online is true and know how to assess the reliability of both text and images.	1)I can talk about and understand how we can be responsible global citizens. 2)I can describe what global warming is and what we can do to prevent it from getting worse. 3)I can explain how our energy use can harm the environment and describe what we can do to help. 4)I can describe how we can use water responsibly and understand the importance of doing this. 5)I can understand what biodiversity is and explain the importance of doing all we can to encourage it. 6)I can make choices which make the world a better place and that help people across the world.	1)I can explain the main physical and emotional changes that happen during puberty. 2)I can understand how puberty affects the reproductive organs. 3)I can describe how to manage physical and emotional changes. 4)I can explain how to stay clean during puberty. 5)I can describe how emotions change during puberty. 6)I know how to get help and support during puberty.

YEAR 6	VIPS	RESPECTING RIGHTS	THINK POSITIVE	ONE WORLD	MONEY MATTERS	SAFETY FIRST
	Psalms 37-8	Romans 13	Joshua 1	Genesis 6	Luke 3-12	Psalms 27:1
	1)I can explain the importance of respecting my VIPs. 2)I can identify different ways to calm down when I am feeling angry or upset. 3)I understand that people have different opinions that should be respected. 4)I can identify negative influences on my behaviour and suggest ways that I can resist these influences. 5)I can explain when it is right to keep a secret, when it is not and who to talk to about this. 6)I can recognise healthy and unhealthy relationships.	1)I can explain what the Universal Declaration of Human Rights is and understand that children have their own rights. 2)I understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are. 3)I can identify why people's rights are sometimes not met in the UK and in places across the world. 4)I can explain how I can respect other people's rights and I understand why this is important. 5)I can identify how and why ideas about human rights have changed. 6)I can explain the role and importance of human rights activists.	1)I understand the link between thoughts, feelings and behaviours. 2)I understand the concept and impact of positive thinking. 3)I can recognise and manage uncomfortable feelings. 4)I understand the importance of making good choices. 5)I can use mindfulness techniques in my everyday life. 6)I can apply a growth mindset in my everyday life.	1)I can talk about and understand how we can be responsible global citizens. 2)I can describe what global warming is and what we can do to prevent it from getting worse. 3)I can explain how our energy use can harm the environment and describe what we can do to help. 4)I can describe how we can use water responsibly and understand the importance of doing this. 5)I can understand what biodiversity is and explain the importance of doing all we can to encourage it. 6)I can make choices which make the world a better place and that help people across the world.	1)I can explain some financial risks we might encounter and can discuss how we can avoid them. 2)I understand how retailers try to influence our spending. 3)I understand what 'value for money' means and can explain how we can tell if things are good value 4)I can explain why we need to budget and how to make one. 5)I can explain why people borrow money. 6)I can explain what tax is and why we need to pay it.	1)I can take responsibility for my own safety. 2)I can assess and manage risks in different situations. 3)I can confidently identify and manage pressure to get involved in risky situations. 4)I can act sensibly and responsibly in an emergency. 5)I can understand how to use mobile devices and the Internet safely and responsibly. 6)I can understand that everyone has the right to feel safe and happy when using mobile phones and the Internet.