

Relationships and Health Education Policy and Programme

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Relationships and Health Education Policy and Programme

Thames View's Mission Statement

At Thames View Primary School, staff are committed to providing an education that enables all pupils to realise their dreams, goals and ambitions. We work in partnership with colleagues, parents and the community, so that pupils achieve academic success and experience personal well-being within a caring and safe environment.

We motivate and engage children by delivering a rich and broad curriculum that inspires our pupils to become lifelong and responsible learners.

We promote our values of respect, responsibility and resilience throughout all we do. We aspire for our children to make a positive contribution in a constantly changing world.

What is 'Relationships and Health Education'?

Relationships Education focuses on teaching the fundamental characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults, both on and offline. At Thames View we believe it is important to give the children the essential skills for building enjoyable, respectful and nonexploitative relationships. Health Education focuses on good physical and mental health, how to stay safe on and offline, and the importance of healthy relationships. At Thames View we will ensure pupils are taught about the benefits of a healthier lifestyle, what determines their physical health and how to build mental resilience and wellbeing.

Legislation (statutory regulations and guidance)

Current regulations and guidance from the Department for Education state that as of September 2020, Relationships and Health Education is compulsory in all primary schools. Sex education is not statutory for Primary Schools and as such will not be in scope of our PSHE and Relationships Education, unless we deem appropriate. Our curriculum is designed to meet the needs of the children. If senior staff at Thames View deem it necessary to discuss aspects of Sex Education (beyond the Science curriculum) with upper KS2 children, parents will be consulted and have the right to withdraw their child from these lessons. If a parent/carer requests for their child to be removed from a sex education lesson, we will make contact to discuss their concerns and to provide support. Our decision to work this way is to continue to be child focused and to tailor the curriculum to the cohort of children. Children that are removed from the lesson will be given work to do from their teacher that is in keeping with their current learning.

Curriculum design

At Thames View we have a membership to the PSHE Association, a Government recommended, reputable organisation which delivers guidance to schools on how to approach PSHE and Relationships Education, and what to include at appropriate levels. Our Relationships and Health Education programme is an integral part of our whole school PSHE education provision with each topic will be carefully planned and resourced to ensure the teaching is sensitive and age appropriate.

We subscribe to Coram SCARF Life Education. Developed by teachers and centred on a values-based and 'Growth Mindset' approach, CLE have created SCARF online resources, based on five principles - Safety, Caring, Achievement, Resilience and Friendship. They support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement – giving schools everything they need to meet the new Relationships Education and Health Education statutory requirements. <https://www.coramlifeeducation.org.uk/scarf/dfc-relationships-health/>
The list of the topics that progressively build on knowledge and understanding is detailed below.

Nursery	Me and My Relationships N1.1 Marvellous me! N1.2 I'm special	Valuing Difference N2.1 Me and my friends N2.2 Friends and family N2.3 Including everyone
	Keeping Myself Safe N3.1 People who help to keep me safe (including Listening to my feelings) N3.2 Safety Indoors and Outdoors N3.3 What's safe to go into my body	Rights and Responsibilities N4.1 Looking after myself N4.2 Looking after others N4.3 Looking after my environment
	Being my Best N5.1 What does my body need? N5.2 I can keep trying N5.3 I can do it!	Growing and Changing TBC
YR	Me and My Relationships All about me What makes me special Me and my special people Who can help me? My feelings (1) / My feelings (2)	Valuing Difference I'm special, you're special Same and different Same and different families Same and different homes Kind and caring (1) / Kind and caring (2)
	Keeping Myself Safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings (1) Keeping safe online People who help to keep me safe	Rights and Responsibilities Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe
	Being my Best Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep	Growing and Changing Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys
Y1	Me and My Relationships Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends How are you listening?	Valuing Difference Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair!

	Keeping Myself Safe Healthy me Super sleep Who can help? (1) Harold loses Geoffrey What could Harold do? Good or bad touches?	Rights and Responsibilities Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid
	Being my Best I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Harold has a bad day	Growing and Changing Inside my wonderful body! Taking care of a baby Then and now Who can help? (2) Surprises and secrets Keeping privates private

Y2	Me and My Relationships Our ideal classroom (1) Our ideal classroom (2) How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend Let's all be happy!	Valuing Difference What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem
	Keeping Myself Safe Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	Rights and Responsibilities Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping
	Being my Best You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom My body needs... What does my body do?	Growing and Changing A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic first aid
Y3	Me and My Relationships As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thunks Friends are special	Valuing Difference Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb

	Keeping Myself Safe Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes: the facts Super Searcher None of your business! Raisin challenge (1) Help or harm?	Rights and Responsibilities Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money
	Being my Best Derek cooks dinner! (healthy eating) Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work Top talents	Growing and Changing Relationship Tree Body space Secret or surprise? My changing body Basic first aid
Y4	Me and My Relationships An email from Harold! Ok or not ok? (part 1) Ok or not ok? (part 2) Human machines	Valuing Difference Can you sort it? Islands Friend or acquaintance? What would I do?

	Different feelings When feelings change Under pressure	The people we share our world with That is such a stereotype!
	Keeping Myself Safe Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge (2)	Rights and Responsibilities Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes?
	Being my Best What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community (1) Basic first aid	Growing and Changing Moving house My feelings are all over the place! All change! Period positive Secret or surprise? Together

Y5	Me and My Relationships Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Being assertive Our emotional needs Communication	Valuing Difference Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? It could happen to anyone
	Keeping Myself Safe 'Thinking' about habits Jay's dilemma Spot bullying Ella's diary dilemma Decision dilemmas Play, like, share Drugs: true or false? Smoking: what is normal? Would you risk it?	Rights and Responsibilities What's the story? Fact or opinion? Rights, responsibilities and duties Mo makes a difference Spending wisely Lend us a fiver! Local councils
	Being my Best Getting fit It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid	Growing and Changing How are they feeling? Taking notice of our feelings Dear Hetty Changing bodies and feelings Growing up and changing bodies Help! I'm a teenager - get me out of here! Dear Ash
		Stop, start, stereotypes
Y6	Me and My Relationships Working together Let's negotiate Solve the friendship problem Assertiveness skills (formerly Behave yourself - 2) Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle	Valuing Difference OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes

	Keeping Myself Safe Think before you click! Traffic lights To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) Joe's story (part 2)	Rights and Responsibilities Two sides to every story Fakebook friends What's it worth? Jobs and taxes Action stations! Project Pitch (parts 1 & 2) Happy shoppers Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made
	Being my Best Five Ways to Wellbeing project This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid	Growing and Changing Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies What is HIV?

Managing difficult questions

We understand that children are curious, inquisitive individuals and will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is statutory in Relationships and Health Education and Science curriculums. All staff at Thames View will be trained in how to answer such questions and to consider whether it is appropriate to address this on a one-to-one basis or as a whole class setting. Guidance will be available for staff and parents to access, to ensure children's questions are not left unanswered, which may lead to seeking information online from inappropriate sources.

Each year group has a 'Worry Box' in their shared area, into which children they can place a written question or worry, or express their emotions. Children have the choice to remain anonymous if they wish; this allows pupils' voice to be heard and where appropriate, form part of our teaching.

Safeguarding

Teaching and support staff are aware that effective Relationships and Health Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead regarding an issue raised, and in their absence will consult with another member of the safeguarding team or Pastoral Support Liaison Worker. In the instance of a disclosure, the designated safeguarding lead would follow the procedure set out in our Child Protection and Safeguarding policy.

Working with external agencies

Collaborating with external agencies can enhance the delivery of certain subjects within PSHE and Relationships Education, bringing specialist knowledge and different ways of engaging with children.

We are responsible for checking the visitor or visiting organisation's credentials and ensuring they are aware of our policy and programme of study. The class teacher or subject leader will request to see the lesson plan and resources the visitor will be using to ensure the content is age appropriate and accessible for all pupils.

During the visit, a teacher will be present at all times and will ensure the visitor(s) are aware of our safeguarding procedure, in line with the school policy.

Pupils with SEND

PSHE and Relationships / Health Education must be accessible for all children. At Thames View, we ensure high quality teaching that is personalised and differentiated to ensure accessibility. Staff are mindful of the SEND code of practice in preparing for adulthood outcomes when teaching these subjects to those with SEND.

The DfE state, "Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. (Statutory guidance, 2019)

Our children's needs are at the heart of the curriculum and have been greatly considered when designing and teaching these subjects. We have ensured that our curriculum is sensitive, age appropriate and developmentally appropriate.

Use of materials

At Thames View we understand that the use of resources and teaching materials needs to be in line with the maturity of the pupils, that it is age appropriate and sensitive to their needs. We also recognise that parents should have access to some of the resources we intend to use as this can be reassuring for the parents and it enables the child to continue their learning and discussions at home. Appendix 2 shows a list of useful resources and research material for parents/carers to freely access.

Roles and responsibilities

The Relationships and Health Education programme will be led by Mr Slack, PSHE and RSE coordinator, with the support of the Head of School, and will be taught by the children's class teacher, unless we seek to engage an outside agency for subject specific, focused learning. Teaching staff will receive Relationships/Health Education training by Medway Public Health to ensure the children at Thames View receive the best quality PSHE and Relationships/Health Education.

The policy and curriculum will be overseen by the Chair of the Local Academy Board, Claire Passmore and supported by the Primary Executive Head, Lisa Lewis.

Parent/Carer partnership

We are keen to maintain our working partnership with parents and value parental engagement in the teaching of Relationships/ Health Education curriculum. This working relationship helps to ensure that everyone involved understands what is being taught, when and how. At Thames View we believe collaboration develops a shared set of values between parents and our school. We welcome parents' voice, and will consider your views in the development of our curriculum. In building a working relationship, parents' will be equipped to support what their child is learning at school, within their own home. Relationships/Health Education is best delivered with cooperation and support from parents.

Parents have been invited to attend Parent Forum meetings, have been consulted on the Statutory Relationships and Health Education programme and have completed questionnaires, which have informed our planning. They will be informed about our new policy and programme, which will be available through the school website and hard copies available upon request.

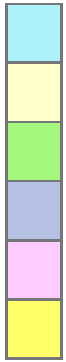
Parent information sessions will be available to introduce the new statutory framework, policy and curriculum by the subject lead, senior leadership and a member of Medway Public Health, for their expertise. Information from these sessions will be available to parents electronically. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through our website. Parents will be signposted to resources and further support; please refer to appendix 2.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering relationships education through regular meetings with the subject leader, who will monitor the children's work and progress. Pupils will have opportunities to review and reflect on their learning during lessons and their input will be influential in adapting and amending planned learning activities.

Appendix 1: Thames View's PSHE and Relationships and Health Education LTP



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
Reception	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
Year 1	Growing and Changing	Me and My Relationships	Rights and Responsibilities	Being my Best	Valuing Difference	Keeping Myself Safe
Year 2	Being my Best	Keeping Myself Safe	Me and My Relationships	Valuing Difference	Rights and Responsibilities	Growing and Changing
Year 3	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Responsibilities	Keeping Myself Safe	Being my Best
Year 4	Being my Best	Valuing Difference	Me and My Relationships	Keeping Myself Safe	Growing and Changing	Rights and Responsibilities
Year 5	Me and My Relationships	Being my Best	Keeping Myself Safe	Valuing Difference	Growing and Changing	Rights and Responsibilities
Year 6	Keeping Myself Safe	Me and My Relationships	Valuing Difference	Growing and Changing	Rights and Responsibilities	Being my Best







Me and My Relationships Valuing Difference Keeping Myself Safe Rights and Responsibilities Being my Best Growing and Changing

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Appendix 2 – Links to PSHE RSE resources and websites

 <p>Department for Education</p>	<p>Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p>
 <p>Department for Education</p>	<p>Understanding Relationships and Health Education in your child’s primary school: a guide for parents https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf</p>
 <p>Department for Education</p>	<p>Statutory guidance – Relationships Education (primary) https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary</p>
 <p>Public Health England</p>	<p>Rise above for upper KS2 https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17</p>
	<p>CEOP’s Thinkuknow - Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline. https://www.thinkuknow.co.uk/</p>
	<p>Mental health MindEd educational resources on children and young people’s mental health https://mindedforfamilies.org.uk/young-people</p>
	<p>Safeguarding: NSPCC PANTS rule https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/</p>
 <p>Healthy Relationships</p>	<p>Healthy Relationships This is a new website with advice, guidance and curriculum resources to support learning around Healthy Relationships. www.healthy-relationships.co.uk</p>
	<p>Childline Campaign Childline has launched a campaign to help young people understand the difference between healthy and unhealthy relationships, and help them identify signs that their relationship might not be quite right. 'Looking out for Lottie', an eight part series, follows a fictional character Lottie who gets into an unhealthy relationship, showing how grooming can happen without realising it. Childline: healthy and unhealthy relationships</p>

	<p>Expect Respect</p> <p>The Expect Respect Educational Toolkit consists of one easy to use ‘Core’ lesson for each year group from reception to year 13 and is based on themes that have been found to be effective in tackling domestic abuse. Although the Expect Respect Education Toolkit is targeted for use by teachers within schools, it can just as easily be used by a range of other professionals working with children and young people in a variety of settings such as youth clubs or play schemes. You do not need to download the whole toolkit. You can just download the introductory section and the year that is appropriate to the age group you are working with.</p> <p>Women's Aid Expect Respect Educational Toolkit</p>
	<p>This site provides teachers, professionals and parents with information and resources to help educate young people about keeping safe and making responsible choices.</p> <p>safe4me</p>
	<p>Children from across the UK pose questions to a number of trusted adults about the nature of healthy and unhealthy relationships and how relationships can sometimes change.</p> <p>In this short film you will see small groups of children ask questions on behalf of their peers to adults they trust.</p> <p>The adult’s answers are not scripted or prepared – the video features authentic, unrehearsed responses to a variety of questions. The issues raised are real life concerns from children aged 9-12 which were generated through RSE workshops facilitated by professional workshop facilitators.</p> <p>Due to the sensitive nature of the subject matter, we strongly advise teacher viewing before watching with your pupils.</p> <p>BBC KS2 Healthy vs unhealthy relationships</p>
	<p>NSPCC</p> <p>The PSHE Association worked in partnership with the NSPCC to develop this new teaching resource, which will support pupils aged 9 through to 16 to navigate safe and healthy relationships in an online world.</p> <p>The free pack includes three lessons to support transition and changing friendships at key stage 2.</p> <p>NSPCC Making sense of relationships</p>

	<p>Behind Closed Doors - Healthy Relationships Project</p> <p>Behind Closed Doors-orb (www.bcd-orb.org.uk) is a dedicated website where you can search, view and download resources designed to assist you in educating children and young people in a school setting about healthy relationships. The site is also designed to help practitioners support adults, young people and children who are, or have experienced / witnessed domestic violence and abuse.</p> <p>At Key Stage 1, the focus is on Healthy Relationships and although there is an underlying foundation of domestic violence and abuse prevention, this is not specifically identified. At Key Stage 2, the issue is clearly identified. The Workshop materials at Key Stages 3 and 4 have been developed from a Youth Work perspective to create real and in-depth discussion about 13 different aspects of Healthy Relationships. Over 600 Secondary pupils</p>
	<p>and 20 Facilitators have contributed to the development of this module-based material which also provides a range of short, medium and full-lesson options.</p> <p>http://www.bcd-orb.org.uk/register-for-access.html</p>
	<p>“Welcome to the betty for schools programme, we're all about periods. We want to help create a generation of girls and boys who are truly at ease talking about periods. We've worked with young people and education experts to develop curriculum-linked lessons for 8-12 year olds that encourage open, respectful and honest conversations about periods and the way they affect girls.</p> <p>Our PSHE Association accredited resources are film-led, with a mix of animations, quizzes and interactive activities, making it easy for teachers to deliver our sessions with confidence.”</p> <p>Betty for schools - all about periods</p>
	<p>STONEWALL</p> <p>Same love, different families</p> <p>This Stonewall resource celebrates the fact that children may be part of different families to their friends and classmates but that all families are characterised by love and care and are special!</p>
	<p>Teaching about consent.</p> <p>Consent has to be the single most important topic within relationships and sex education (RSE). If a young person fully understands what consent means to themselves and others it lays the foundations for so many other core values such as respect, good communication, self-esteem and resilience. It can mean that they strive to do no harm to others and, in turn, seek help if they are harmed.</p> <p>Find some top tips here for teaching about consent.</p> <p>Family Planning Association. Teaching tips-for-teachers.pdf</p>



SCARF: Safety, Caring, Achievement, Resilience, Friendship

Developed by teachers and centred on a values-based and 'Growth Mindset' approach, SCARF's online resources support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement – giving you everything you need to meet the new Relationships Education and Health Education statutory requirements. More than just a PSHE scheme of work, SCARF supports great learning every day.

<https://www.coramlifeeducation.org.uk/scarf/>