

# Relationships and Health Education

## **Welcome!**

There will be time at the end to ask questions and look at examples of children's work.

School staff are here to translate and to pass your questions on to us. Please do not ask them to answer your questions or try to involve them in a discussion.

There may be some questions that we are not able to answer today. Those that we cannot answer today will be included on a follow up sheet to be sent out later.

# Bridge principles:

The school has developed our 'SHINE' values which underpin behavioural expectations and, also, are explicitly taught and developed within the curriculum every day.

## Bridge Junior School Values

**S**trive for excellence

**H**appy, fun and engaged

**I**ndependent learners

**N**urtured and safe

**E**quality and fairness for everyone

**Strive:** We are a community who have the resilience to excel; believing in ourselves and others.

**Happy:** We have fun and through an engaging curriculum we develop the knowledge and skills to prepare for the future as lifelong learners.

**Independent:** We take responsibility for our own learning through collaboration so that we feel empowered to become independent thinkers.

**Nurture:** We take responsibility to care for each other and ourselves and our school and wider community.

**Equality:** **We make sure that everyone is valued and have the same opportunities to take their place in our society.**

Our vision to '**SHINE**' is at the heart of all that we do at Bridge and we believe that every child can succeed. We want all members of our school community to have high aspirations and to feel confident about the future, looking forward to the opportunities it will bring.

These core principles link directly to our whole school vision:

## Our Vision Statement



*Promoting life-long learning through a thinking community.*

*In order to foster young citizens of conscience.*

Our mission is:

- To make every minute of every day into a learning experience.
- To promote life-long learning for all.
- To strive constantly for improvement in a positive, professional and caring environment.

Our values are to:

*be calm, be kind, be caring.*

# Aims :

## **Parents, carers and other adults in the community are entitled to:**

- Accessible, accurate, up-to-date, information
- A safe and supportive environment for your children
- Information on how and when RHE is taught
- Understand your rights and responsibilities in relation to RHE policy and curriculum
- Be informed about issues of confidentiality and how it affects you and your children
- Have your views and ideas received in a respectful, non-judgemental manner.

## New guidance

- **Relationships and Health Education** is to compulsory in **all** primary schools from September 2020.
- 20 years since the last review of the curriculum – the world has changed.

# Content proposed within the curriculum

<b>Relationships</b>	<b>Health and mental well-being</b>	<b><i>Other foci Living in the Wider World – Beyond DFE framework</i></b>
<ol style="list-style-type: none"><li><b>1. Families and people who care for me</b></li><li><b>2. Caring friendship</b></li><li><b>3. Respectful friendships</b></li><li><b>4. Online Relationships</b></li><li><b>5. Being Safe</b></li></ol>	<ol style="list-style-type: none"><li><b>1. Mental Well being</b></li><li><b>2. Internet Safety and Harm</b></li><li><b>3. Physical health and fitness</b></li><li><b>4. Healthy Eating</b></li><li><b>5. Drug, alcohol and tobacco</b></li><li><b>6. Health and prevention</b></li><li><b>7. Basic First Aid</b></li><li><b>8. Changing Adolescent Body</b></li></ol>	<ol style="list-style-type: none"><li><b><i>1. Economic Well being</i></b></li><li><b><i>2. Enterprise</i></b></li><li><b><i>3. Careers</i></b></li></ol> <p><b><i>Not included in new statutory framework</i></b></p>

# Current PSHE curriculum-SEAL and GoGivers

Theme number and time of year	Theme title	Key social and emotional aspects of learning addressed
1. September/October	New beginnings	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Self-awareness</li> <li>• Motivation</li> <li>• Social skills</li> </ul>
2. November/December	Getting on and falling out	<ul style="list-style-type: none"> <li>• Managing feelings</li> <li>• Empathy</li> <li>• Social skills</li> </ul>
3. One to two weeks in the autumn term (to coincide with national anti-bullying week in November)	Say no to bullying	<ul style="list-style-type: none"> <li>• Empathy</li> </ul> term (to coincide with national anti-bullying week in November) <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Social skills</li> </ul>
4. January/February	Going for goals	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Self-awareness</li> </ul>
5. February/March	Good to be me	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Managing feelings</li> <li>• Empathy</li> </ul>
6. March/April	Relationships	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Managing feelings</li> <li>• Empathy</li> </ul>
7. June/July	Changes	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Social skills</li> <li>• Managing feelings</li> </ul>

Year 3	Year 4	Year 5	Year 6
Chicken soup	Care for the elderly	Identities	Democracy
It's your choice (rules)	Emergency (safety)	Magna Carta (democracy)	Knife crime
Refugees	Family break up	Nelson Mandela (racism)	Our world (environmental)
The earth in our hands **	Resolving conflict	Treasured memories	Rights and responsibilities
The two brothers	Roots and wings	Valentine's day (showing care)	Stressed out (mental health)
Tongue (kindness)	The golden rule		Working for peace
Schools are for learning (charity)	Conscience corridor (social and moral dilemmas)	Culture (prejudice)	Can't buy anything for less than a penny (budgeting)
The clown of god (teasing bullying)	Fairtrade (environmental)	Philanthropists	Gandhi (inspirational people)
There's no place like home (charity)	Farming	Martin L King (stereotyping/discrimination)	Puberty
Water our most precious resource (environmental)	Gift of sight	Rights and responsibilities	Secondary transfer (change)
You scratch my back (cooperation)	History of charity	Sustainability (environmental)	The benefits system (money)
			Why pay taxes
	Animal care	Belonging to groups (bullying)	Bullying
	Equal ops	Keeping safe (cyber)	Child slavery (exploitation)
	For and Against	Mali	Moral values
	History of Olympics	M Seacole and F Nightingale (prejudice)	Stephen Lawrence (discrimination)
	Immigration	Envy and jealousy	Strong societies
	Micro-organisms (health)		Understanding cancer (illness and death)

# Why is this all so important?

- PSHE education has proven impact on life chances and academic success when delivered well.
- Pupils can now benefit from an education that keeps them safe, healthy and prepared for the realities of modern life.
- [An extensive 2017 literature review](#) by leading economists found ‘*Very strong evidence*’ that PSHE (personal, social, health and economic) learning has a positive impact on health, well being and academic attainment.
- PSHE education makes a unique contribution to safeguarding, and will support our school in fulfilling our statutory duty to teach pupils to keep themselves safe ([‘Keeping children safe in education guidance](#)’ for schools and colleges on safeguarding children).



# Equality Act (2010)

**The Equality Act of 2010** states that it is against the law to discriminate against anyone because of:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy or maternity
- Race
- Religion or belief
- Sex/gender
- Sexual orientation **(Government, 2010, p1)**

**The public sector Equality Duty** came into force on 5th April(2011) and requires that public bodies (including schools):

- Challenge and eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different people when carrying out their activities.

(Government Equalities Office. 2013, p1)

This makes it clear that promoting some of the protected characteristics of the Equality Act while ignoring others is against UK law.

## How will the Equality Act (2010) inform practice?

We are teaching about *equality, tolerance and respect* and as adults we must model this. Ethos of everyone is welcome in our schools.

Just like racism, school has a duty of care to challenge **any** language that may cause offence to others, whether used intentionally or not. Phrases such as “that’s so gay” or “that’s a girls/boys toy” when used in a negative manner may unintentionally cause offence to a child or adult. School **will challenge** this language.

Our children will all have to interact with people from different backgrounds and we want them to treat all members of the community with the same respect.

# Rationale: we want our children to...

- know and understand the characteristics of positive relationships (including friendships, family relationships, and relationships with other children and with adults).
- understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch. Children know what to do and where to go if something is worrying them.
- understand they have a responsibility to treat each other with kindness, consideration and respect including when on line, permission seek and give and understand the concept of privacy
- develop the skills of being able to express their emotions and seek help where needed, to build friendship and recognise how this can support mental well being.
- develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience permission seeking and giving, and the concept of personal privacy.
- Follow the Equality Act of 2010 and to recognise and challenge any form of discrimination

# Draft Proposed Curriculum Map for RHE

	Year 3	Year 4	Year 5	Year 6	September 2020
Autumn 1	Families and people who care (2). Respectful relationships (3) R.E (1) Health Prevention (2) Science (1)	Families and people who care (3) Caring friendships (2) Respectful relationships (2) R.E (2)	Families and people who care (3) Respectful relationships (3)	Families and people who care (2) R.E (2) Online relationships (1) <b>Warning zone</b> Computing	7 weeks
Autumn 2	Caring friendships (5) *	Health prevention (5) Computing (2 online health) Healthy eating (3)-D&T	Caring friendships (3) *	Respectful relationships (2) R.E (1) *	8 weeks
Spring 1	Being safe (6). Computing (5-online relationships)	Mental health (3) Computing (1)	Mental health (4)	Mental health (5)	6 weeks
Spring 2	Mental Health (4).	Healthy eating (1) D&T	Being safe (3) Online relationships (4) Computing (2)	SATs Caring friendships (2) <b>Choose from Citizenship and the wider world.</b>	5 weeks
Summer 1	Healthy eating (1) Science (2) D&T (2)  Computing (2-online relationships)  *	Online relationships Computing (3)  *	Healthy eating (1) Science (1) Drugs -Science (2)  Health prevention-Science	Health prevention (1) Science (1) <b>First Aid</b> Drugs, alcohol and tobacco (3) <b>Choose from Citizenship and the wider world.</b>	7 weeks
Summer 2	Online relationships (2) *	Being safe (3) Drugs, alcohol and tobacco (1)	Health prevention (5)	Being safe (3) Healthy eating (3) <b>Citizenship-Fiver challenge</b>	5. weeks

# What about Sex Education?

We **will not** be teaching Sex Education and it **is not** statutory in primary schools.

Some of the Y5 and Y6 science curriculum form part of what is viewed as sex education - puberty and scientific parts of reproduction.

Relationships and Health Education (RHE), including Mental Health are statutory and **parents cannot withdraw their child** from these lessons.

**Parents also cannot withdraw their child** from aspects of RHE/Relationships Education which are covered as part of the statutory science curriculum (the biological/reproductive aspects schools are already required to cover in science).

# LGBT Inclusive lessons in Primary schools:

The guidance states that all of our *teaching must be sensitive and age appropriate in approach and content*.

Primary schools are enabled and encouraged to cover LGBT content but there is no requirement to do this. We have decided not to explicitly teach pupils about aspects of LGBT before Years 5 and 6, when it will be taught through teaching about different types of families and relationships. However, if a younger child asks a question or makes a comment we will respond in a sensitive, age appropriate, factual and objective way.

LGBT inclusive lessons are covered as part of Relationships Education, therefore parents cannot withdraw their children from these lessons. **Parents cannot veto these lessons.**

- **How** we approach the teaching of this area will be determined by us but the Government do expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

# Roles and Responsibilities

RHE will be led by the RHE lead, with the support of senior leaders and the governing body.

It will be taught by **class teachers** and delivered through the school curriculum and wider opportunities within the school.

The aims and intended outcomes of our approach are encompassed within the school visions and values to promote learning.

The RHE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

## Parental support or clarification:

If you have a question about the scheme of work, policy or lessons , please speak to your child's class teacher at an appropriate time.

If the teacher is unable to assist you, then you will be encouraged to speak to the Year group leader or RHE lead first and if necessary, the School Leader thereafter.

The draft policy and scheme of work will be available on the school website.

We have a statutory duty to record all parents comments and questions on RHE.



# Staff/children support or clarification:

- If a question is too personal, or a teacher feels too uncomfortable to answer, the teacher will acknowledge this, and offer to find out. This will give time to get support from RHE lead / SLT.
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and offer to find out. This will give time to get support from RHE lead / SLT.
- If a question raises concerns about Safeguarding, the teacher will acknowledge it and in order to maintain trust and respect, they will talk to the child at the first opportunity and if concerned, they will follow the school's Safeguarding procedures.
- We will only teach the statutory requirements of RHE. If a question falls outside of these requirements, then we will encourage the child to speak to their parent/carer instead. We may inform the parent; signpost to other agencies or offer to answer the child's questions with parental consent.

## Questions...?

- Record on Post-It-Note
- Ask a staff member to write it down for you

If you would like more information:

- List of useful websites

The views of the children

Views of the staff ???