



Health, Well-Being and Relationship Policy Incorporating PHSE/SMSC And British Values Education

**This policy was approved by
the Governing Body**

October 2020

Review date as per national guidance

Our Vision

Where learning is **collaborative**

and builds **friendships** and *teams*

Where learning awakens **curiosity**

and sparks ***imagination***

Where learning is **forward thinking**

and builds on **experiences**

Where learning is seen **beyond** the walls

of the ***classroom***

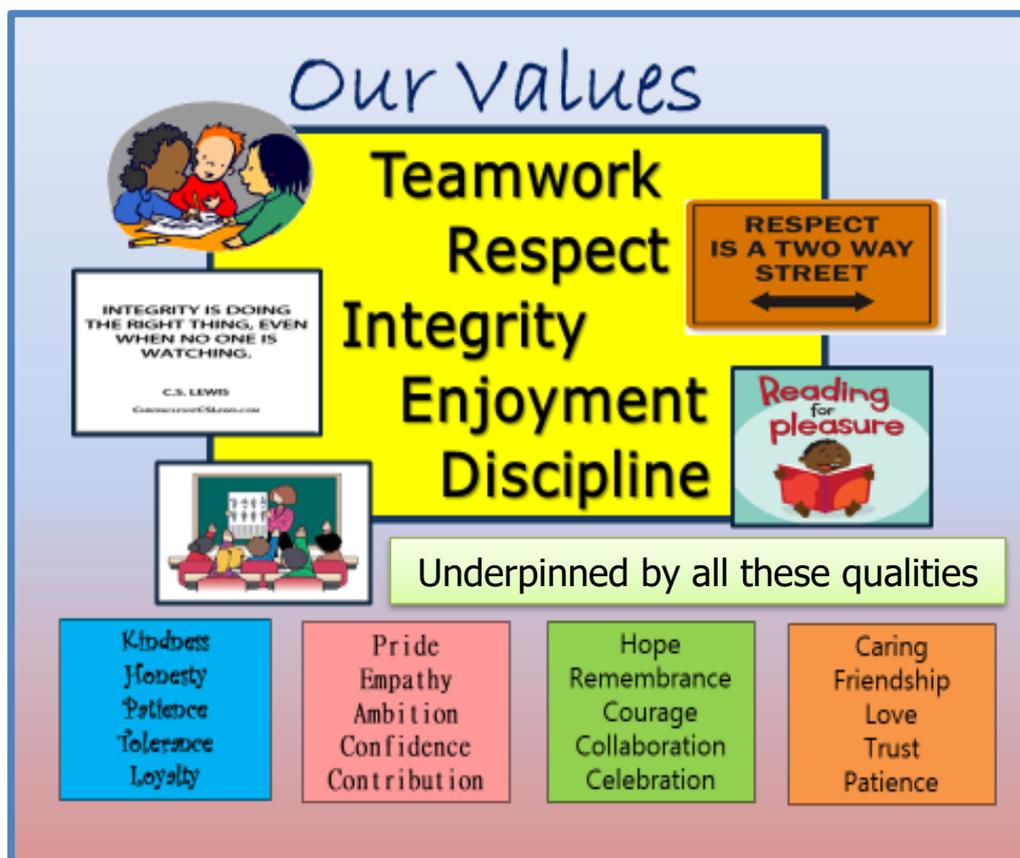
Where learning ***creatively*** makes

use of **technology**

Where learning provides **opportunities**

Where learning leads to ***success***

Where learning is fun!



What is Health, Well – Being and Relationship Education?

At Pearl Hyde, we believe that Health, Well - Being and Relationship Education is lifelong learning, for all members our community, about physical, moral and emotional and mental health development and awareness. Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). It is about understanding the importance of stable, secure and loving relationships within family life whilst incorporating the importance of developing positive relationships and friendships outside the family unit.

High quality RSE helps create safe school communities in which children can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report'.
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative program that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.
- A comprehensive RSE program can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

- The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

In the recent review of the National Curriculum, the government has made it clear that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. (National Curriculum in England, DfE, 2013) and that 'sex and relationship education (SRE) is an important part of PSHE education' (Guidance – PSHE education, DfE, 2013). In any school that provides RSE, parents have the right to withdraw their children from all or part of sex education (excluding withdrawal from sex education in National Curriculum science) although very few choose to exercise that right.

Our School Values and Vision underpin all that is learnt in our school and supports the philosophy of Health, Well – Being and Relationship Education.

Aims of the Health, Well – Being and Relationship Education policy at Pearl Hyde:

- it is for all stakeholders
- it is a partnership between home and school
- it ensures children and young people's views are actively sought to influence lesson planning and teaching
- it starts early and is relevant to pupils at each stage in their development and maturity
- it is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- it includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- it has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- it helps pupils understand on and offline safety, consent, violence and exploitation
- it is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- it is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- it uses active learning methods, and is rigorously planned, assessed and evaluated
- it helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- it teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- it promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning for all members of the community
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping children and adults keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Children and young people want to learn about issues such as body confidence, love and sexual attraction, how to respond to peer pressure, and how to behave in a relationship, have a right to feel safe and healthy, and a right to education that helps them learn and achieve. They want parents and carers to talk to them about growing up and sex, and to learn about other people's views and opinions in school help to understand the way their bodies and feelings change as they grow and develop, and to develop skills and confidence

The teaching of Health, Well – Being and Relationship Education

Concepts such as love, joy, anger, trust and respect are all difficult to describe, at Pearl Hyde we believe that these emotions should be explored. Therefore, we consider Health and Relationship Education to be very important for children's development. Health, Well – Being and Relationship is taught in a variety of ways including through the Science, RE, and PSHE (Appendix 2) and SMSC curriculum (Appendix 1). The school has also adopted a range of resources to support all aspects of this curriculum (Appendix 3)

The Health, Well – Being and Relationship program of study will respect the school ethos, demonstrate, and encourage the following values:

- Respect for oneself,
- Respect for others,
- Responsibility for their own actions,
- Responsibility for their family, friends, school and the wider community.

The human reproduction element of RSE is completed by the end of Year 6. Reproduction is visited in all year groups appropriate to the age group and emotional maturity of the children. At all stages, we are committed to working with parents. Under the guidance set out in the 2002 Education Act and the 2010 Academies Act their parents can withdraw children from the part of the sex education that is outside the compulsory elements of sex education included in the Science National Curriculum. Parents are invited to attend a meeting where they are informed of the content of the Health, Well – Being and Relationship Education lessons and can also view the resources used by teachers. Year 4 Year 5 and Year 6 parents are asked to sign a consent form before sex education lessons are delivered.

Staff can choose to team teach the sex education lessons so that boys and girls are taught separately. Alternative arrangements can be made for any member of staff who feels unable to

teach this aspect of the curriculum.

Answering questions:

Sometimes an individual child may ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be answered individually later. A question box is set up where children can ask questions anonymously. Teachers can then decide how and if these questions should be answered. There is a network of support from senior teaching staff, the PSHE coordinator and the Head Teacher, if staff have any concerns.

Confidentiality:

Complete confidentiality can never be promised to a child. Action will be taken if a person believes that a child is at risk. Concerns should be passed to the Head Teacher, Assistant Headteachers or the learning Mentor. It should be made clear to the child that this is the case and reasons for this. Support will be given to the child throughout.

National Curriculum content:

Certain aspects of Health, Well – Being and Relationship Education are a statutory requirement as part of the National Curriculum for Science, PSHE and SMSC.

Science at KS1:

Children will learn:

2f that humans and other animals can produce offspring and that these offspring grow into adults.

Science at KS2:

Children will learn:

2f about the main stages of the human life cycle.

PSHE/SMSC at KS1:

Children will learn:

- how to make simple choices that improve their health and well being
- names of the main parts of the body.
- the process of growing from young to old and how people's needs change.
- to develop good relationships and respect for the differences between people.

PSHE/SMSC at KS2:

Children will learn:

- to recognise as they approach puberty how people's emotions change and how to deal with feelings towards themselves, their families and others in a positive way.
- how the body changes as they approach puberty.
- to recognise different risks in different situations and then to behave responsibly,

- and judging what kind of physical contact is acceptable and unacceptable
- to be aware of different types of relationships, including marriage, those between friends and within families. Develop the skills to be effective in relationships.

Methods of teaching:

Due to the sensitive nature of Health, Well – Being, Relationship Education, and the exploration of emotions we use a variety of teaching methods that include:

- Discussions and activities with a class or small group including Circle time.
- Question boxes.
- Use of relevant books and videos.
- Professional Visitors e.g. the school nurse.
- Cross Curricular as part of class topics including IPC units.

Equal opportunities:

Pearl Hyde Primary School is committed to working towards equal opportunity for all children in all aspects of school life.

APPENDIX 1

PSHE/ SMSC/ British Values

What is PSHEe (Personal, Social, Health, and Economic Education)?

- PSHEe education is a planned program of learning through which children acquire the knowledge, understanding and skills they need to manage their lives.
- As part of a whole school approach, PSHEe develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- PSHEe prepares children to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure.
- Topics covered within PSHEe are grouped in three core themes: (i) health and wellbeing, (ii) relationships, and (iii) living in the wider world; and include:
 - ❖ Personal health
 - ❖ Family and relationships
 - ❖ Bullying
 - ❖ Citizenship, democracy and human rights
 - ❖ Careers and the world of work
 - ❖ Personal finance
 - ❖ Alcohol, smoking and drugs
 - ❖ Sex education

What is SMSC (Spiritual, Moral, Social and Cultural) development?

Spiritual

Spiritual development is shown by our:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Moral

Moral development is shown by our:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social

Social development is shown by our:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

Cultural development is shown by our:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- What are the British Values (BV)?
- Democracy (Britain is a democracy- this means that the people in Britain vote for the people who make the laws and decide how the country is run. If we did not have a democracy, just one person might be able to make all the laws and that would not be fair).
- The rule of law (In Britain we have a police force who make sure people do not do the wrong thing and break the law- this means that we are safe).
- Individual liberty (In Britain, as long as we do not break the law, we can live as we choose to and have our own opinions about things).
- Mutual respect (We might not always agree with other people, but we try to show respect for their thoughts and feelings. We can give respect to others and we can expect other people to show us respect).
- Tolerance of those with different faiths and beliefs (In Britain we accept and respect that other people might have different beliefs than ours and they may believe in different religions).

Why do we need to teach PSHE; SMSC and The British Values?

- Ofsted make a judgement on personal development, behaviour and welfare.
- Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

We want:

- to prepare children and young people for life in modern Britain.
- to make sure the children we teach learn to be happy, healthy and safe!
- to ensure all stakeholders are nurtured in a supportive and empathetic environment and know where to seek out help, guidance or reassurance.

APPENDIX 2

Resources

Emotional Literacy

The Taking Care Programme – formally Protective Behaviours

Keep it in Your Pants – NSPCC - <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

Making sense of relationships (KS2 – 4) – NSPCC <https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/>

Disrespect Nobody - <https://www.disrespectnobody.co.uk/>

See me hear me – sexual exploitation - <https://www.seeme-hearme.org.uk/>

Betty for schools- all about periods - <https://bettyforschools.co.uk/>

Child Exploitation and Online Protection (CEOP) - <https://www.ceop.police.uk/safety-centre>

Think You Know Online Safety - <https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/>

Real Love Rocks Barnodos - <https://www.barnadosrealloverocks.org.uk/>

For your info not policy - Apparently this is going next month to be replaced by Change grow live lesson plans) www.pshe-association.org.uk

Christopher Winter – resources in curriculum folder

Everybody Welcome – Books in the Teaching Library for class loan

Online plans available for some books (those in brackets in the list below)
<http://www.equalitiesprimary.com> click on the resources tab

Tools used to develop the Health, Relationship, Well-being and British Values Policy

'We've Got it Covered' PSHE Association

'Audit tool' PSHE Association

'Primary Toolkit' PSHE Association

YPEC <http://www.ypec.co.uk/>

SUPPORTING LITERATURE

CROSS PHASE

'Feelings' Libby Walden Richard Jones

'Dreams Of Freedom' Frances Lincoln

'We Are All Born Free' The Universal Declaration Of Human Rights

'The Great Big Book Of Families' Mary Hoffman and Ros Asquith

'The Family Book' Todd Parr

'My Underpants Rule' Rod Power

'Amazing You! Getting Smart About Your Private Parts' Gail Saltz

'How Did I Begin' Mick Manning

'The Huge Bag Of Worries' Viginia Ironside

'Your Body Belongs to You' Cornellia Maude Spelman

'Hair in Funny Places' John Cape and Babette Cole

'Mummy Laid an Egg' Babette Cole

'What's inside your Tummy Mummy' Cocovini

'Where Willy Went' B Allen

'Your Mummy Ate My Football' Birmingham Health Education

EYFS / KS1

'The Odd Egg' Emily Gravett

'Mommy Mamma and Me' Leslie Newman

'How to Heal a Broken Wing' Bob Graham

'You Choose' Nick Sharratt and Pippa Goodhart

'Red - A Crayon's Story' Michael Hall

'Red Rockets and Rainbow' Jelly Sue Heap and Nick Sharratt
'Two Monsters' David McKee
'Elmer' David McKee
'The New Jumper' Oliver Jeffers
'The Way back Home' Oliver Jeffers
'Everybody's Welcome' Patricia Hegarty (Y1)
'What the Jackdaw Saw' Julia Donaldson and Nick Sharratt (Y2)
'Beegu' Alexis Deacon
'That's Not How You Do It' Ariane Hofmann-Maniyar (Y1)
'This is Our House' Michael Rosen and Bob Graham
'The Blue Chameleon' Emily Gravett
'Ten Little Pirates' Mike Brown and Simon Rickerty
'The First Slodge' Jeanne Willis and Jenni Desmond
'Blown Away' Rob Biddulph (Y3)

KS2

'The Flower' John Light
'We Are All Wonders' RJ Palacio (Y3)
'The Cow Who Climbed A Tree' Gemma Merino (Y5)
'The Thing' Simon Puttock and Daniel Egneus (Y6)
'Where the Poppies Now Grow' Hilary Robinson and Martin Impey
'The Island' Armin Greer Y5/6
'Max The Champion' Sean Stockdale – Alexandra Strick – Ros Asquith
'My Princess Boy' Cheryl Kilodavis
'And Tango Makes Three' Justin Richardson and Peter Parnell
'Leaf' Sandra Dieckmann (Y6)
'Dogs Don't Do Ballet' Anna Kemp and Sra Ogilvie
'King and King' Linda de Haan and Stern Nijland
'Rose Blanche' Roberto Innocenti and Ian McEwan Y5/6

Circle time

Nature groups

APPENDIX 3

LA Supporting guidance for LGBT+ in Coventry schools

Guidance Statement LGBT+

Coventry is an increasingly diverse and vibrant city with a global reputation for peace and reconciliation, which we celebrate. It is within this context that we are supporting Coventry schools to ensure that the emotional health and educational needs of all pupils and their families are appropriately met.

As a Local Authority, in partnership with local unions and other key stakeholders, we support Coventry schools in delivering inclusive Relationships and Sex Education to teach all members of the school community about mutual respect and tolerance for each other.

Therefore, we support all Coventry schools to include learning about LGBT+ appropriately as part of the statutory curriculum, in accordance with the Equality Act 2010, and protect their right and duty to do so.

School leaders should have: -

- Consultation with governors
- Consulted with faith leaders
- Parent workshops
- Open communications
- Training for staff
- Support for staff and students with protected characteristics eg LGBT+
- Clear policies tackling discrimination, bullying, and behaviour, and adhere to the Teachers' Standards

SOURCES

The Department for Education has published statutory guidance (June 2019) regarding the implementation of Relationship Education, Relations and Sex Education (RSE) and Health Education in all schools across England by 2020. Schools are encouraged to implement the curriculum from 2019.

"Pupils should be able to understand the world in which they are growing up which means understanding that some people are LGBT, that they should be respected in British society, and that the law affords them and their relationship recognition and protection (DFE 2019).

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

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The **Public Sector Equality Act** (April 2011) states that all public bodies have to consider all individuals when carrying out their day to day work. It also requires that public bodies:

- Have due regard to the need to eliminate discrimination
- Advance equality of opportunity
- Develop good relations between different people

Department for Education RSE Guidance (Draft, Feb 2019, June 2019) Page 15

36. In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

NEU statement April 2019. Extract:

“Schools need to be confident that they're right to make sure their Relationships and Sex Education (RSE) education is inclusive of all families and relationships, including LGBT+ people, in an age-appropriate way. RSE is just one area of the school curriculum in which the experiences of LGBT+ students need to be appropriately included if we want to break the cycles of discrimination.

Damien Hinds to Schools Week, March 2019

"I've always been clear that I support headteachers to make decisions and we believe in school autonomy, that school leaders are best-placed to make decisions.

"Of course, it's also right to consult with parents. That is just good practice anyway, and in the new guidance that's quite clear about the need to consult with parents, but yes I do back headteachers."

Suggested Resources:

The Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance#public-sector-equality-duty>

Department for Education RSE Guidance (Draft, Feb 2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

Stonewall <https://www.stonewall.org.uk/supporting-schools>

PSHE Organisation <https://www.pshe-association.org.uk/news/key-questions-mandatory-pshe-requirements-health>

No outsiders <http://www.equalitiesprimary.com/home.html>

The Anne Frank Trust UK | UK anti-prejudice education charity <https://annefrank.org.uk/>

Roadmap to statutory RSE | PSHE Association <https://www.pshe-association.org.uk/curriculum-and-resources/resources/roadmap-statutory-rse>

Valuing ALL God's Children (C of E resource)

file:///C:/Users/cvjul669/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/XXHFDHFK/Valuing%20All%20God's%20Children's%20Report_0.pdf