

The Mortimer Federation of St John's and St Mary's

Relationship Education and Health Education Policy			
Committee	Curriculum	Date of Issue	March 2020
Status		Review Date	March 2023
		Issue Number	1

THE MORTIMER FEDERATION OF ST JOHN'S AND ST MARY'S **RELATIONSHIP EDUCATION AND HEALTH EDUCATION POLICY**

Intent

In order to build a curriculum which develops skills and understanding they need to lead confident, healthy, safe and independent lives which results our children to becoming informed, active and responsible citizens. Our intent for Relationship Education and Health Education is:

Children will be learn how to:

- Be as healthy as possible, physically, mentally and emotionally and to accept the increasing responsibility they have for their own health.
- Respect the diversity between themselves and others both within their communities and the wider world
- Develop independence and resilience, so they will be able to bounce back from difficulties they experience within their future lives
- Reflect on and celebrate their achievements, identify their own strengths, areas for improvement, and show support to others as they also develop
- Manage a range of emotions and develop a deeper understanding of their own feelings and the feelings of others
- Form successful relationships with others and learn how to overcome disagreements with growing maturity, understanding and forgiveness
- Recognise who, when and how to ask for help when faced with negative behaviour
- Respect and protect the environment
- Show an understanding of where money comes from and a basic understanding of enterprise
- Develop their understanding of their own Spiritual, Moral, Social and Cultural development and how this contributes to their understanding of fundamental British Values

End of key stage end points

Foundation Stage

Play **cooperatively**, make **friends**, show **confidence** when choosing their learning opportunities, talk through their ideas, **ask** for help, know what **behaviour** is acceptable, follow **rules**

Key Stage 1

Know ways to keep themselves **safe**, show an understanding of the basic concepts of **money** and what 'saving' means, understand the difference between **bullying**, **teasing** and **unkind** behaviour, know ways to keep themselves **healthy**, know what makes them **special**, talk about the **differences** and **similarities** between themselves, their **families** and **community** members, know and demonstrate what a **good friend** is, understand how to show and talk about their **feelings** appropriately and who they can go to if they are worried, show **respect** for others, know everybody has different **strengths**, know who they can go to for **help**, know ways to look after the **environment**, know the role of the **internet** in everyday life

Key Stage 2

Know the importance of **friendship**, that friendships have ups and downs and know strategies on how to reconcile difference positively, know the different types of **bullying** including online bullying, know what makes a healthy and happy **relationship** and demonstrate this in their everyday lives, recognise and **respect** different **family** structures, recognise the importance of respect for others as well as **self respect**, understand what a **community** is and can talk about the communities they belong to,

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understand what is meant by the term **discrimination**, know what is meant by '**risks**' and how risks can be managed, know the risks and effects of legal **drugs** and the laws surrounding both legal and illegal drugs, show an understanding of how to keep themselves **safe online**, know how the **internet** and **social media** can be used both positively and negatively and how texts and images can be manipulated and invented, know how to make informed decisions to contribute to them having a **healthy** lifestyle; understand what is meant by the term '**good mental health**', know about the physical and emotional changes that happen when approaching and during **puberty** (including menstruation, key facts about the menstrual cycle and menstrual wellbeing), show an understanding of **money**, including what is meant by income, interest, tax and VAT, know who they can go to for **help**, to set **goals** to achieve personal future outcomes, recognise how everyday choices affect the **environment**

Implementation

Time Allocation

Relationship Education and Health Education will be seen in many aspects of our school life (e.g. collective worship, circle times, School Council/Learning Detectives, Peer Mediators/Shooting Stars) as well as in each classroom. Provision will be through a variety of forms including:

- Discrete curriculum time (e.g. separately planned curriculum time with a specific/related theme)
- Through teaching and learning in other subjects/curriculum areas
- Through whole school Relationship Education and Health Education activities and school events
- Through working with external visitors

Organisation

Pupils will experience a range of teaching strategies and classroom organisation depending on the activity. We endeavour to implement the Relationship Education and Health Education Scheme of Work by making it an integral part of all subject curriculum areas. There will be an emphasis on active learning, enquiry, discussion and participation in citizenship activities.

Teaching Plans

The SCARF scheme will provide plans identifying the specific tasks and activities to be taught and areas to be addressed. This should ensure a whole school approach to continuity and progression.

The school also provides a Relationship Education and Health Education cycle to include other aspects of learning that are not met in the SCARF Scheme e.g. water safety, fire safety etc.

Information Technology

Children should be encouraged to make full and appropriate use of ICT both as an area of study and as a valuable tool to support their work in this area. School will work with both children and parents to ensure that all children receive an age appropriate understanding of how to stay safe when using the internet and social media.

Resources

Sufficient and appropriate resources will be readily available for both staff and pupils to support the teaching and learning of PSHE and Citizenship, within the constraints of the budget.

Health and Safety

Teachers will strive to create a safe and supportive learning environment during Relationship Education and Health Education lessons to give pupils the confidence to fully discuss their feelings and ask questions openly and honestly. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of potentially sensitive issues. Pupils should also be informed that teachers cannot offer or guarantee pupils unconditional confidentiality. If a pupil were to make any form of disclosure, staff must ensure that it is treated and reported in line with the safeguarding policy and procedures.

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Right to Withdraw

From September 2020, all aspects of Relationship Education and Health Education will be compulsory in all primary schools. Therefore, parents do not have the right to withdraw their child from these lessons.

Equal opportunities and Special educational needs

Children are taught individually, in groups and as a class, as appropriate, according to the learning task. Pupils should have the opportunity to analyse from real situations and evidence, engage in a variety of activities, investigate and work independently. Provision is made for pupils at different stages of development. Teaching will take into account the ability, age, readiness and cultural background of all pupils to ensure that all can fully access Relationship Education and Health Education. Work will be appropriately differentiated to meet the needs and abilities of all pupils.

Assessment, record keeping and marking

Assessment and record keeping will be carried out according to the school's policy. In this area there are two broad areas for assessment:

- Children's knowledge and understanding (e.g. information of health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy);
- How well children can use their knowledge and understanding in developing skills and attitudes (e.g. through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships)

Monitoring of impact

The Curriculum Co-ordinator should be aware of the on-going development of Relationship Education and Health Education and keep abreast of current thinking and initiatives; will attend relevant training; will oversee and organise resource requirements; offer support and advice as appropriate; will motivate and encourage colleagues in their Relationship Education and Health Education teaching.

The Headteacher, PSHE Co-ordinator and the Heads of School will be responsible for the implementation of teaching and learning of this policy. The PSHE Governor monitors the delivery and impact through discussions with the curriculum co-ordinator and class visits.

Developing the knowledge and skills to lead a happy and successful life in Modern Britain.

Chair of Curriculum Committee

Date

Share Your Light
Impartias Lucem Tuam

Matthew 25:29 "For whoever has will be given more, and they will have an abundance"