



HEALTHY RELATIONSHIPS POLICY

Updated April 2020

As a Silver Rights Respecting School, we promote the rights of the child as laid down by UNICEF's Convention of Rights of the Child (CRC). As participants in this scheme we:

- Ensure that coverage of any relevant UNICEF Articles is undertaken.
- Listen to the views of the children in our school regarding equality, diversion and cohesion.
- This policy recognises the child's right to Article 6: All children must be protected so they grow up in a safe and healthy home environment with healthy relationships.

UNCRC Article 28: All children have the right to an education.

Policies and practice in Whinfield Primary School respects children's dignity.

Our Ethos and Aims

At Whinfield Primary School we aim to help children embrace the challenges of creating a happy and successful adult life. We believe pupils need knowledge to make informed decisions about well-being, health and relationships. They should also be able to make good decisions when facing risks and challenges, developing resilience, knowing when to ask for help and knowing where to get support.

Our children are growing up in an increasingly complex world, living life seamlessly on and offline. We at Whinfield know that this presents many positive and exciting opportunities but also challenges and risks. In the environment at our school we aim to help our children be safe and healthy and manage their lives in a positive way.

Our principle is that Healthy Relationships Education is high-quality, age appropriate and promotes spiritual, moral, social, cultural, mental and physical development. We are clear that parents and carers are the prime educators for children on many of these matters and school should complement and reinforce what children learn at home.

At Whinfield we want HRE to place the key building blocks of healthy, respectful relationships, focussing on family and friendships in all contexts. Teaching about mental wellbeing is central to these subjects and especially as parents see their child's happiness as a priority. Pupils should learn to be happy, successful and productive members of society, believing they can achieve goals, recovering from set-backs and challenges on the way.

Children at Whinfield will learn to be kind, generous, trustworthy and honest and we endeavour to help our children at Whinfield on their way to becoming happy and successful adults who make a meaningful contribution to society.

What we teach at Whinfield Primary School

Whinfield follow the guidelines set out in the Relationships Education statutory guidance and the scheme of work suggested by the PSHE association. The lesson objectives are age appropriate, inclusive and spiralling. Children will learn through strands or units communicated in a sequenced way within planned lessons. Healthy Relationships education will be embedded in the extended PSHE curriculum and will include some age appropriate sex education lessons taught through the Lucinda and Godfrey resources to ensure these curriculums compliment, not duplicating content covered in other subjects. We will use resources provided by charities including NSPCC and Stonewall and ensure that parents are kept up to date so that it enables them to continue the conversations started in class, at home. All of this will comply with relevant requirements of the Equality Act 2010, making sure we do not unlawfully discriminate, taking positive action to build a culture of equality, acceptance and respect, staff modelling positive behaviours. Teaching about LGBT+ will be fully integrated and is sensitive in age appropriateness in both approach and content. HRE must be accessible to all pupils and it is important when planning to keep children with SEND in mind.

What is Healthy Relationships Education?

The Relationships Part

In Whinfield Primary the focus will be on teaching the building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships and relationships with other children and with adults. It will start by learning what a relationship is, what a family means and who can support them. From children starting their Education at Whinfield Primary school they will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Respect will be taught in an age appropriate way and will help them to understand their own and each others' boundaries in play, toys, books, resources and personal space.

Teachers will talk explicitly about the features of healthy relationships in a range of contexts, enabling children to understand the features of relationships that are likely to lead to happiness and security and will help them to recognise less positive relationships when they encounter them.

The principles of positive relationships will also apply when teaching about living and working online. Our teachers at Whinfield will address online safety and appropriate behaviour in a way relevant to our pupils' lives.

Teaching about different families will be sensitive and well-judged based on the knowledge of our pupils at Whinfield and their circumstances. We know that families of many forms can provide a nurturing and loving environment for children. This includes for example, single parent families, LGBT parents, Grandparent headed families, adoptive parents, foster parents and many more. Teachers will reflect sensitively that some children have different structures of support around them.

At Whinfield there will be a deliberate cultivation of character traits and positive personal attributes in the individual. We will encourage the development and practise of resilience and will help pupils to believe they can achieve, persevere, work towards goals and continue despite setbacks. They will be taught to understand the importance of self-respect and self-worth and to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Healthy Relationships Education at Whinfield will also create an opportunity to allow pupils to be taught about emotional and mental well-being, including how friendships can support mental well-being.

At Whinfield we will teach children the knowledge they need to recognise and report abuse (and through RSE). This will include emotional, physical and sexual abuse. In our school we will do this by focussing on boundaries and privacy and ensuring that children know they have rights over their own bodies. This includes boundaries within friendships with peers, in

families and with others including friendships online. Pupils at Whinfield will know to report concerns and seek advice. At all stages it is important to teach children about making sensible decisions to stay safe as this knowledge can support safeguarding of our children.

By the end of Whinfield Primary School, pupils should know:

Families and People Who Care for me

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can be often worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.

Respectful Relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others including when we are anonymous.
- The rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

The Healthy Part

At Whinfield Primary the aim of teaching about physical health and mental well-being is to give our pupils the ability to make good decisions about their own health and well-being. It will help them to recognise what is normal and what isn't within themselves and others, knowing when to seek support as early as possible from appropriate sources. We want children to know that physical health and mental wellbeing are interlinked and that good health in one leads to good health in another. It is important at Whinfield that we promote our pupil's ability to self-control and self-regulate, giving them strategies to do so. We want them to be confident in their ability and achieve well, to persevere and continue through setbacks. Through our integrated whole school approach we endeavour to have a positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues and should develop an atmosphere of openness. Through health and well-being education our children should feel confident to seek any necessary advice as they gain important knowledge.

Puberty and menstruation will be taught and addressed before, as far as possible, before onset so our pupils are prepared for any changes they and their peers will experience. Pupils will be taught key facts and implications for emotional and physical well-being.

The focus in our school will be on teaching the characteristic of good physical health and well-being and teacher will be clear that mental well-being is a normal part of everyday life, in the same way as physical health. This starts with our pupils being taught the importance of healthy exercise, good nutrition and sufficient sleep and giving them the knowledge and language to understand the normal range of emotions everyone experiences. Teachers will talk about how they can protect their health and well-being including simple self-care, personal hygiene, basic first aid etc. We will teach children about the benefits of hobbies, interests and participation with others. They will be taught about the benefits of rationing time online and the risk of excessive use of electronic devices.

A firm foundation should help teachers talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and well-being.

By the end of Whinfield Primary School, pupils should know:

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Mental Wellbeing continued

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to immunisation and vaccination

Basic First Aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

How we teach at Whinfield Primary School

HRE complements many other national curriculum subjects and we at Whinfield are always looking for opportunities to draw links and integrate teaching where appropriate. The lead teacher will work closely with colleagues in related curriculum areas to ensure subjects such as PE computing and Science, complement each other rather than duplicate learning.

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils. Teaching will include well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations. Timetable sessions will be used to deliver PSHE/HRE and further embedded into continuing lessons e.g. when learning about instruction writing children could write instructions for a healthy meal or how to give first aid.

When teaching HRE, activities will include circle time, games, practical activities, debate and discussion. Written/independent tasks will be appropriate and will help to create a record of evidence along with photographs.

Assessment

At Whinfield we have the same high quality expectations of high quality work just as those for other curriculum subjects. Lessons should be planned to cater for all abilities and teaching should be assessed. Children should be given regular feedback and lessons will build upon the knowledge the pupils have previously acquired.

At Whinfield assessment is formed by whole class base line and summative assessments and should be supported by small tests, written assignments and self-evaluations to capture progress.

Equality

Under the provisions of the Equality Act 2010 schools must not unlawfully discriminate against pupils. It allows schools to take positive action and design planning and learning to support particular disadvantages that affect our school and community (where it can be shown to be proportionate) At Whinfield we will consider the make-up of our pupils and will put in place any additional support for pupils. At Whinfield we are aware of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated. Staff model positive behaviours and we will support all pupils.

Pupils with SEND

At Whinfield HRE is accessible for all pupils. High quality planning and teaching with personalised learning will be the starting point to ensure accessibility. We are mindful of the preparing for adulthood outcomes in the SEND code of practise. We are aware that some pupils are more vulnerable to bullying due to the nature of their SEND but also know HRE can also be an important subject for children with Social, Emotional and Mental Health needs or learning disabilities and such factors should be taken into consideration.

LGBT

At Whinfield we ensure the needs of all pupils are met and that all pupils understand the importance of equality and respect. We will ensure our teaching is sensitive and age appropriate in approach and content. What we teach will be fully integrated into the curriculum rather than a stand-alone lesson.

Working with Parents

At our school we understand that parents are the first teachers of their children and know that their role is vital in their children's understanding about HRE. We will work closely with parents and will ensure they know what is being taught and when. At Whinfield we know that good communication and opportunities for parents to understand and ask questions will help to increase confidence in the curriculum. Parents are welcome into school to discuss what will be taught, address any concerns and to support parents managing conversations at home with their children. Parents have been asked for their opinion about how HRE is taught in school and their opinions have been included in this policy.

Right to be Excused

Parents have the right to withdraw their child from some of the RSE curriculum. However they must understand that they cannot be withdrawn from statutory HRE lessons or from relevant parts of the Science Curriculum.

Working with External Agencies

External visitors can be valuable in helping to enhance teaching of HRE but at Whinfield we will make sure to check the objectives, materials and lesson plans are in line with our school policies and content is age appropriate. No visitor will replace a member of teaching staff but support them in delivery of the objectives.

Senior Leadership and whole school approach

HRE should be set in the context of a wider school approach to support children to be safe, happy and prepared for life beyond school. This curriculum is supported by other school policies such as Equality and Diversity, Behaviour, Anti-Bullying, PSHE, RSE and Safeguarding. At Whinfield we have a whole school approach to kindness and each classroom has a bucket to be filled that demonstrates how we are proactively addressing the issue. In our school we have a subject lead with clear responsibility with dedicated time to lead specialist provision.

Safeguarding

At the heart of HRE there is a focus on keeping children safe. Keeping Children Safe in Education (KCSIE) is an important document used at Whinfield Primary School to ensure all children are taught about safeguarding. It advises what our staff should do if a pupil makes a disclosure and who they need to notify. If an external visitor is in school to help deliver HRE they must understand our schools safeguarding policy and should follow school procedure.

Governors

As well as fulfilling their legal obligations, the governing body should make sure that all of what is mentioned in this policy is achieved in our school.

Policy Agreed By: Staff, Parents, Governors April 2020

This Policy will be reviewed April 2021
