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Relationships and Health Education Policy

This Policy was written in April 2021

The Policy will be reviewed and updated annually.

Trustee with Responsibility: Lesley Carrington – Quality of Teaching Team

Approval Level (T)

Statement of Intent

At The Treehouse School, our goal is to provide an education that prepares all children for the opportunities, responsibilities, and experiences of adult life. Our curriculum is tailored to the age, developmental stage, physical and emotional maturity of our children. This includes relationships and health education; our aim is to ensure that all children are well prepared for the choices, changes and challenges that adolescence brings.



Relationships education focusses on giving children the knowledge and qualities they need to form strong, positive relationships. This includes developing an individual's ability to cope with different situations and circumstances. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and well-being.

For the purpose of this policy:

'Relationships and sex education,' is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

'Health education', is defined as teaching pupils about physical health and mental well-being, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

Roles and Responsibilities

The Trustees are responsible for:

- Ensuring that the Relationships and Health Education Policy and its implementation is effective, and that the school fulfils its legal and statutory obligations.

The Director of Learning and Teaching is responsible for:

- The overall implementation of this policy.
- Ensuring children receive a high-quality, age-appropriate relationships, sex and health curriculum in line with statutory requirements.

- Ensuring teaching is delivered in ways that are accessible and inclusive to all children.
- Ensuring children make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is effectively managed and well planned.
- Evaluating the quality of provision through regular self-evaluation.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Modelling positive attitudes to relationships and health education.
- Reviewing this policy on an annual basis and reporting to the board of Trustees on the effectiveness of the policy.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

Organisation of the Curriculum

In line with the school's approach to teaching and learning, relationships (People Smart) and health (Body Smart) education are taught throughout the school year. Tailored to respond to the needs of all children, plans include opportunities to develop the knowledge, skills and understanding needed to make informed decisions about their wellbeing, health, and relationships. Informed by their observations, teachers will respond to issues that arise within the school, as well as the wider community. Over time, this approach means that The Treehouse can provide a comprehensive education, building upon children's prior knowledge and ensuring that they are fully prepared for the transition to secondary school.

Role of the Parents

The school understands the important role parents play in all areas of their child's development, including of course, enhancing their child's understanding of relationships, sex and health education. Annually, our parents will be provided with a copy of this policy so that they:

- have an overview of the content of our relationships, sex and health curriculum;
- understand the legalities surrounding withdrawing their child from the subjects;
- know the sorts of resources that will be used to support the curriculum.

In addition, we aim to keep parents updated and informed as appropriate so that they can respond to and manage conversations with their children on the issues covered by the curriculum. As with all areas of the schools' work, parental views will be valued.

Sex Education

The school is free to determine whether children should be taught sex education beyond what is required of the science curriculum (i.e. teaching about the main external parts of the human body; how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals). At The Treehouse, this decision is based on the age, development, physical and emotional maturity of the children.

Withdrawing from Relationship, Sex and Health Education

- Relationships and health education are statutory and parents do not have the right to withdraw their child from the subjects.
- As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum. If a parent wishes to do so, the school will discuss the benefits of receiving this education and a record of the discussion will be kept.

Delivery of the Relationships and Health Curriculum

We will ensure that:

- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with children's physical, emotional and sexual development. We will always consider the development and maturity of pupils if teaching topics such as gender and sexual orientation.
- Teachers establish what is appropriate for the different age groups within the school, offering one-to-one, small group or whole group settings, and altering their teaching of the programme accordingly.
- The required content is communicated to children clearly and sensitively, with opportunities for them to ask questions. Teaching will encourage openness through discussion, activities and group work. Teachers will ensure that individuals' views are listened to and answer questions sensitively, honestly and appropriate to the child/ren's age.
- In teaching the curriculum, we are aware that children may raise sensitive topics such as self-harm; when discussing these topics, teachers will avoid any resources or material that appear as instructive rather than preventative. Parents will also be informed.
- Resources or materials used to support learning will be carefully selected and evaluated before use so that they are appropriate for the children's age; maturity; developmental stage; cultural background; and any additional needs they may have, such as SEND. The programme will be designed for all children, and activities will be planned to ensure individuals are actively involved, matching their different learning styles. Appropriate diagrams, video clips, books, games, discussion and practical activities will be used to assist learning. In line with the school's E-Safety Policy, children will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- Teaching will focus on developing mutual respect for those different to themselves and/or their families. Sensitivity will always be given as to not stigmatise children based on their home circumstances.

Working with External Experts

- External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.
- The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.
- Before delivering a session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the children.
- The school will agree with the expert the procedures for confidentiality, ensuring that the visitor understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

Equality and Accessibility

- The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any child because of their: age; sex or sexual orientation; race; disability; religion or belief; gender reassignment.
- The Treehouse is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum so that children with SEND or other needs (such as those with social, emotional or mental health needs) can learn about relationships, sex and health education.

Curriculum Links

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning such as:

- Science – children learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- ICT – children learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – children explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – children learn about the requirements of the law, their responsibilities, and the possible consequences of their actions.
- PSHE – children learn about respect and difference, values and characteristics of individuals.

For more detail, see Appendix 1: Relationships and Health Education Overview

Behaviour

The school fosters a culture based on mutual respect and understanding for one another. Any behavioural or bullying incidents caused as a result of the relationships, sex and health education programme will be dealt with in line with the school's behaviour and anti-bullying policies.

Staff Training

Training of staff will be scheduled around any updated guidance on the programme and any new developments.

Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their children as far as is possible. Teachers will, however, alert the Designated Safeguarding Lead if they have any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Monitoring and Review

- The Trustee with responsibility for teaching and learning is responsible for monitoring the implementation of this policy.

- Scrutiny of data on a termly basis, alongside observations and discussions with staff and children on an annual basis, will form the basis of their work.
- This policy will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or children, and issues in the school or local area that may need addressing.



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Appendix 1: Relationships and Health Education Overview

Teachers establish what is appropriate for the different age groups within the school, offering one-to-one, small group or whole group settings, and altering their teaching of the programme accordingly.

Families and Carers

Know the characteristics of healthy family life; understand that families are important; families can look different.

Understand that marriage represents a formal commitment of two people to each other.

Know how to seek help or advice from others if family relationships make them feel unhappy or unsafe.

Friendships

Understand how important friendships are; how to choose and make friends; the characteristics of friendships; ups and downs; how to manage/keep friendships.

How to recognise who to trust and who not to trust.

Exploring what consent means.

Respectful Relationships

Know and apply the conventions of courtesy and manners.

Understand 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, irrespective of age, race, gender, beliefs, differences.

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.

Growing and Changing

Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) and internal reproductive organs in males and females

Know key facts/where to get help/advice about puberty and the changing adolescent body including physical (personal hygiene) & emotional changes and key facts about the menstrual cycle.

Understand the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made if appropriate); how babies need to be cared for

About growing and changing from young to old, transition/the new opportunities, responsibilities and increasing independence this may bring and how people's needs change

For some people gender identity does not correspond with their biological sex

Internet Safety and Harms

Understand that the internet is an integral part of life & has many benefits
Know the risks of excessive time spent on devices/the impact of positive and negative content online

Understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Consider the effect of their online actions on others, display respectful behaviour online, understand the importance of keeping personal information private.

Understand that people sometimes behave differently online, including by pretending to be someone they are not.

Understand why social media, some computer games and online gaming, for example, are age restricted.

Understand how to be a discerning consumer of information, including how search engines are ranked & targeted.

Know how information and data is shared and used online.

Keeping Safe

Follow rules, advice and guidance re: safety, in a range of contexts e.g. Forest school, road crossing, Covid.

Know the sorts of boundaries that are appropriate in friendships with peers and others (including in a digital context).

Understand the concept of privacy including that it is not always right to keep secrets if they relate to being safe.

Know that each person's body belongs to them, and the differences between appropriate/inappropriate contact.

Understand how to seek advice/respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know, and how to/who to report feelings of being unsafe or feeling bad about any adult, and to keep trying until they are heard.

Health Education Overview

Our focus is teaching the characteristics of good physical health and mental wellbeing.

Physical Health and Fitness

The importance of building regular exercise into daily and weekly life, e.g. walking to school, and benefits of an active lifestyle to mental and physical health/risks associated with an inactive lifestyle (including obesity).

Health and Prevention

Know what to do/who to go to if they are worried about their health.

How to look after themselves, e.g. safe and unsafe exposure to the sun; the importance of good quality sleep; dental health; personal hygiene; facts and science relating to allergies, immunisation, and vaccination

First Aid

Make a clear and efficient call to emergency services if necessary/know some

basic concepts of first aid

Healthy Eating

Understand the basic principles of a healthy, varied diet, and the characteristics of a poor diet and associated risks e.g. obesity and tooth decay.

Plan, prepare and cook a repertoire of predominantly healthy savoury dishes becoming competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment)

Understand the source, seasonality, and characteristics of a broad range of food and ingredients.

Drugs, Alcohol and Tobacco

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

Mental Health and Well-Being

That mental wellbeing and health is a normal part of daily life, in the same way as physical health.

That there are a normal range of emotions (e.g. happiness, sadness, anger, surprise, nervousness)/how to talk about their emotions and feelings/judge whether what they are feeling and how they are behaving are appropriate/proportionate. Learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.

Understand the impact of simple self-care techniques on well-being: including rest; time with family/friends; hobbies; benefits of physical exercise; time outdoors; community participation.

That isolation, loneliness, bullying (including cyberbullying) has a negative/often lasting impact on mental wellbeing.

Where and how to seek support for themselves or somebody else.

That it is common for people to experience mental ill health; problems can be resolved with the right support.

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