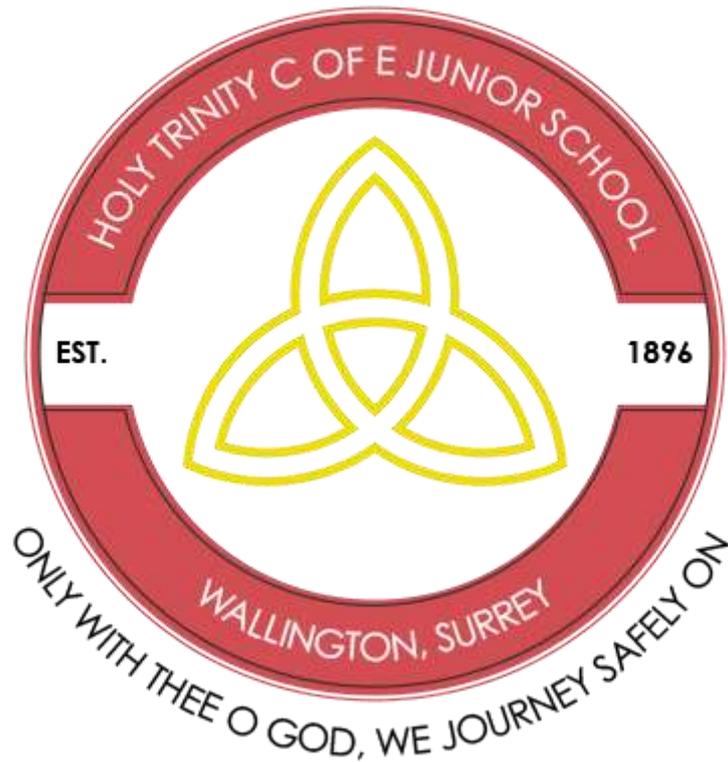


# Holy Trinity C of E Junior School



**Policy for:**

**Relationships and  
Health Education**

**Written by:**

**Mrs Gruffydd**

**Date approved by FGB:**

**14<sup>th</sup> October 2020**

**Review Date:**

**Autumn 2021**

**Next review:**

**Autumn 2022**

## Policy

<b>Motto</b>	<b>Only with Thee, O God, we journey safely on</b>
<b>Vision</b>	Exemplary education for all, through God's amazing grace.
<b><u>4 year Vision target:</u></b>	By the end of July 2023: attainment and progress will remain above or within the national average; children will retain their knowledge securely; children will confidently articulate Christian values, children will be proactive learners and have aspirations for what they can achieve in life; children recognise how to behave towards one another in everyone's best interests; children will know how to be healthy, safe and enjoy life to the full!
<b><u>Values</u></b>	<b>Learning, Dignity, Integrity, Confidence, Love</b>
<b><u>Values statement</u></b>	<b>Learning together, as we journey with God in Love, we act with Integrity, treat others with Dignity and grow in Confidence.</b>
<b>We Learn:</b>	<b>"Everything was created through Jesus and for him" Colossians 1.16.</b> The sub values are: Curiosity, Wisdom, Teamwork, Hard Work and Failing Well
<b>We Love:</b>	<b>"We love each other because he loved us first" 1 John 4.19.</b> The sub values are: Community, being Non-judgmental, Forgiveness, Compassion and Kindness
<b>We act with Integrity:</b>	<b>"People judge by outward appearance, but the Lord looks at the heart" 1 Samuel 16.7.</b> The sub values are: Faithfulness, Generosity, Honesty, Trustworthiness, Self-Control and Responsibility
<b>Each person has Dignity:</b>	<b>Each person has Dignity: "So God created human beings in his own image." Genesis 1.27.</b>  The sub values are: Equality, The Whole Person, Every Person, Tolerance and Advocacy
<b>We have Confidence:</b>	<b>We have Confidence: "Blessed are those who trust in the Lord and have made the Lord their hope and confidence." Jeremiah 17:7.</b>  The sub values are: Wholeheartedness, Hopefulness, Joy, Humility and Resilience

## **Principles**

Within a Christian environment, Relationships and Health Education enable the children to develop knowledge, skills and thinking in key areas of maturing as they grow through key stage two. The children learn about the various aspects of positive relationships, being healthy, physically and mentally, being safe, assessing risk, and making good choices for themselves and others. It is key to the maturing process of key stage 2!

## **DFE Relationships and Health Education Document:**

**Para 55: The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.**

### **Para 56:**

**This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should 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. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.**

## **Aims**

The aims of Relationships and Health education teaching are:

- To equip children with information to make informed choices about their relationships, health and behaviour.
- To reinforce understanding of how the school's values of Love, Integrity, Dignity, Confidence and Learning are integral in Relationships and Health Education.
- To enable children to understand how modern British law, the Bible and the Church of England may have different views on Relationships.
- To enable children to understand the processes of life as determined by the National Curriculum, with particular references to health and reproduction in life cycles in the science curriculum.
- To support children in their awareness of being safe and assessing risk
- Teaching children how to be safe online

## **Practice**

At Holy Trinity we make sure that Relationships and Health education links with effective safeguarding, computing, science, British values and helps nurture the children's understanding of SMSC - Social, Moral, Spiritual and Cultural education. The children love the opportunity to learn, be challenged, reflect, question, debate and assess risk.

In Relationships children are taught about social and emotional intelligence. They are also taught about being safe, relationships, drugs, health, citizenship, safety, self-confidence and the skills necessary to make positive changes related to these.

The school uses the scheme of work and programme of study created by a scheme called Jigsaw which fulfils the knowledge requirements of the Relationships Education to be officially taught in September 2020. Teachers plan and teach the lessons.

### **SEND**

Material is taught through discussion, PowerPoints with clear visuals, animations and video clips. Thus, it is accessible to all. For those who need more thinking time there will be pre-teaching of appropriately sized groups at a suitable time interval; this will be on the same day as the rest of the class are going to be taught the lesson.

Relationships and Health are taught as both a discrete lesson, one hour per week, as well as being taught implicitly throughout the curriculum, in particular science, computing, R.E and P.E. They are also taught through the ethos of the school, (i.e. elements included in the worship plan as they relate to the school's values) visits from outside agencies, extra-curricular activities and clubs.

We work in partnership with parents. In Year 3 we will communicate with parents to explain the content of the Year 3 and 4 curriculum in Relationships and Health and then in Year 5 will communicate with parents regarding the content of the Year 5 and 6 Relationships and Health content, making clear how the science curriculum of human reproduction will be taught.

See appendix JC Sept 2020

Questions from the children about the content of lessons are answered factually, quoting scientific fact, British law and religious facts.

If any questions asked by the children go beyond the level of the key stage two curriculum, children are told to ask their parents and it is explained that such knowledge will be taught at KS3.

A question box is provided for children to ask questions anonymously and give the teacher the opportunity to screen unsuitable questions before discussion.

### **Monitoring and Evaluating**

Each year group has 6 units of work. At the end of each unit, the children will be given an opportunity to reflect on the key questions regarding the knowledge they have been learning in the unit.

A child will be asked to answer about one of the questions in writing. They will be asked to give reasons for their answers and incorporate knowledge from other elements in RHE, other subject knowledge from the curriculum that they consider relevant and develop their ability to reason. These will form the basis of summative assessment at the end of the school year for the school report.