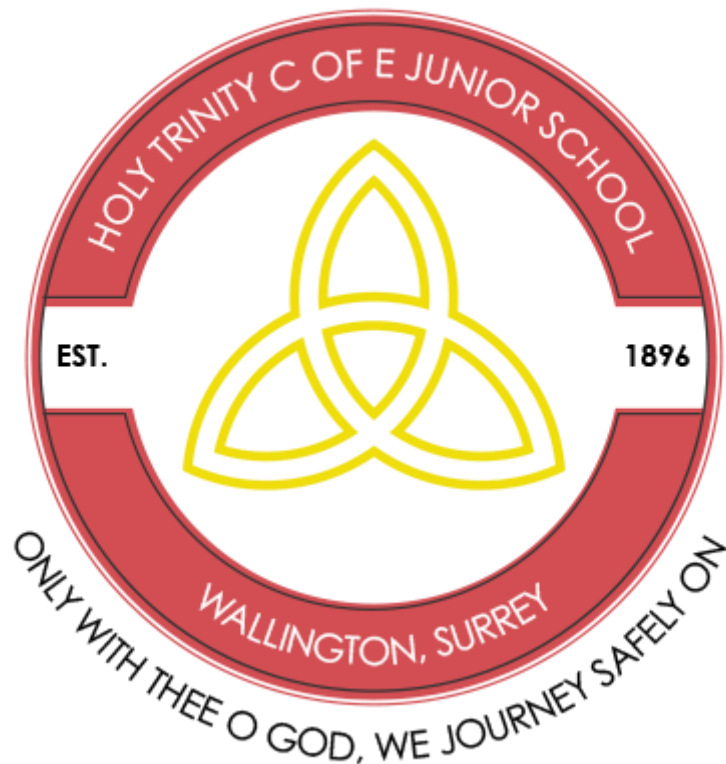


Holy Trinity C of E Junior School



Policy for:

Written by:

Date approved by FGB:

Review Date:

Next review:

Relationships and

Health Education

Mrs Gruffydd

14th October 2020

Autumn 2023

Autumn 2025

Policy

Motto	Only with Thee, O God, we journey safely on
Vision	Exemplary education for all, through God's amazing grace.
<u>4 year Vision target:</u>	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!
<u>Values</u>	Learning, Dignity, Integrity, Confidence, Love
<u>Values statement</u>	Learning together, as we journey with God in Love, we act with Integrity, treat others with Dignity and grow in Confidence.
We Learn:	"Everything was created through Jesus and for him" Colossians 1.16. The sub values are: Curiosity, Wisdom, Teamwork, Hard Work and Failing Well
We Love:	"We love each other because he loved us first" 1 John 4.19. The sub values are: Community, being Non-judgmental, Forgiveness, Compassion and Kindness
We act with Integrity:	"People judge by outward appearance, but the Lord looks at the heart" 1 Samuel 16.7. The sub values are: Faithfulness, Generosity, Honesty, Trustworthiness, Self-Control and Responsibility
Each person has Dignity:	Each person has Dignity: "So God created human beings in his own image." Genesis 1.27. The sub values are: Equality, The Whole Person, Every Person, Tolerance and Advocacy
We have Confidence:	We have Confidence: "Blessed are those who trust in the Lord and have made the Lord their hope and confidence." Jeremiah 17:7. 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 (sexual and asexual) 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 with the help of teaching and learning assistants.

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 4 we will offer a meeting to the parents of children in Year 4 to explain the content of the Year 4 curriculum in RHE. Then in Year 5 we will also offer a meeting to the parents of children in year 5 to explain the content of the Year 5 RHE, making clear how the science curriculum of human reproduction will be taught.

See appendix JC October 2023

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 the academic year, after retrieval opportunities through the year, the children will be asked to reflect on their key learning of the year and make bullet points accordingly in their RHE folders.