

## **Statement of Policy for Healthy Relationships and Wellbeing**

### **Engayne Primary School**

*Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way...These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. **Secretary of State July 2019***

#### **Policy Statement**

Through a positive and caring environment, we endeavour to provide the opportunity for every child to reach their full potential. Together we will learn to respect each other, develop perseverance, enjoy the challenges we face, understand the importance of responsibilities and build our sense of belonging.

Our school's policy on Healthy Relationships and Wellbeing Education is based on guidance from the DfE (*Relationships Education, Relationships and Sexual Education (RSE) and Health Education. RSE – Guidance – Primary*) and has been drawn up in consultation with parents, pupils, staff and Governors.

[Relationships Education guidance from DfE](#)

#### **Our Vision**

At Engayne Primary School, we will provide high quality, evidence-based and age-appropriate activities to help prepare our pupils for life beyond Engayne with opportunities, responsibilities and experiences in their adult lives. We want our children to feel safe and happy whilst at Engayne, and within this environment, pupils will have opportunities to explore challenges and they will be provided with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships whilst building upon their confidence and self-esteem. We understand that everyone faces difficulties in life, and we want to support our pupils as they develop resilience, understand the importance of responsibility, know when to ask for help and feel confident about where to access support.

#### **What does a successful Healthy Relationships and Wellbeing coverage look like?**

- Involve parents as they are primary educators of their child
- Provide a positive view of human sexuality and dignity of the human person
- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances
- Explore and promote virtues which are essential to promoting respect and dignity
- Be delivered in an age appropriate way which reflects the development of the child
- Be part of the cross-curricular work
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Engayne offers

**Note: Parents are unable to request that their child be withdrawn from Relationships Education.**

## What needs to be covered?

The focus will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults in the following areas as guided by the DfE:

### **Relationship (5 areas)**

- **Families and people who care for me**
- **Caring friendships**
- **Respectful relationships**
- **Online Relationships**
- **Being safe**

### **Physical Health and Mental Wellbeing (8 areas)**

- **Mental Wellbeing**
- **Internet safety and harms**
- **Physical health and fitness**
- **Healthy eating**
- **Drugs, alcohol and tobacco**
- **Health and prevention**
- **Basic first aid**
- **Changing adolescent body (taught in through the science curriculum)**

Guidance from the DfE states that the statutory requirements for the end of Foundation, Key Stage 1 and Key Stage 2 are:

| <b>Self-awareness</b>   |   |  |
|---|---|--|
| Teachers should enable pupils to develop knowledge, understanding and skills in developing... |   |  |
| Foundation Stage  | Key Stage 1                               | Key Stage 2  |
| ...themselves and positive attributes.  | ...their self-esteem and self-confidence. | ...their self-esteem, self-confidence and how they develop as individuals. |

| <b>Feelings and emotions</b>  |  |  |
|---|--|--|
| Teachers should enable pupils to develop knowledge, understanding and skills in developing... |  |  |
| Foundation Stage  | Key Stage 1  | Key Stage 2  |
| ...their own and others' feelings and emotions.   | ... their own and others' feelings and emotions and how their actions affect others. | ...their management of a range of feelings and emotions and the feelings and emotions of others. |

| <b>Health, growth and change</b>  |  |  |
|---|--|--|
| Teachers should enable pupils to develop knowledge, understanding and skills in developing... |  |  |
| Foundation Stage  | Key Stage 1                                    | Key Stage 2  |
| ...the importance of keeping healthy.   | ... strategies and skills for keeping healthy. | ...how to sustain their health, growth and well-being. |

| <b>Safety strategies</b>  |  |  |
|---|--|--|
| Teachers should enable pupils to develop knowledge, understanding and skills in developing... |  |  |
| Foundation Stage  | Key Stage 1  | Key Stage 2  |
| ...how to keep safe in familiar and unfamiliar environments.                                  | ...how to keep safe in familiar and unfamiliar environments and skills for keeping safe. | ...coping safely and efficiently with their environment. |

| <b>Relationships</b>  |  |   |
|---|--|---|
| Teachers should enable pupils to develop knowledge, understanding and skills in developing... |  |   |
| Foundation Stage  | Key Stage 1  | Key Stage 2   |
| ...their relationships with family and friends.   | ...their relationships with family and friends and initiating mutually satisfying relationships. | ...initiating and sustaining mutually satisfying relationships. |

| <b>Similarities and differences</b>   |   |  |
|---|---|--|
| Teachers should enable pupils to develop knowledge, understanding and skills in developing... |   |  |
| Foundation Stage  | Key Stage 1                                     | Key Stage 2  |
| ...similarities and differences.  | ...similarities and differences between people. | ...valuing and celebrating cultural differences and diversity. |

### **How will we teach Healthy Relationships and Wellbeing and cover the broad areas?**

At Engayne school we will teach the broad spectrum of 'Healthy Relationships and Wellbeing' intrinsically in a cross-curricular manner, making links to real-life events as often as possible. Pupils will also focus on these areas in their weekly Personal, Social, Health and Economic (PSHE) lessons **using the SCARF resources**. As well as this we have a detailed assembly timetable with the use of themes which allows access for all pupils to rich and diverse learning opportunities with their peers in daily assembly sessions (once a week in class assembly) and weekly Investors in Pupils (IIP) sessions with a focus on British Values. Children will also have access to a variety of specially selected books to use as a stimulus to allow opportunities for deepening knowledge and understanding, chances for discussions to enable children to make links with their own lives.

### **Who is responsible for teaching Healthy Relationships and Wellbeing?**

- Every member of staff at the school to promote the core British Values and to be positive role models
- Class teachers in charge of implementing opportunities in the curriculum that are broad and balanced to deepen understanding and for children to link to real life
- Senior Leadership Team to cover a range of areas within Investors in Pupils sessions
- Parents and carers as the pupils' primary educators

### **Monitoring and Evaluating**

The Personal, Social, Health and Economic subject leader will be in charge of monitoring and evaluation. Evidence will be inputted onto our Spiritual, Moral, Social and Cultural development grid by teaching staff for monitoring purposes. Groups of pupils will be asked to take part in short questionnaire sessions to gain feedback from them at the beginning, middle and end of the year to provide useful feedback for areas to target.

Staff will include a piece of evidence in Topic books each half term which might include a photograph, booklets, personal target etc.

Parents will have opportunities to complete questionnaires and give feedback at parents' evenings.

### **Links to SIP**

Children at Engayne get to have an input into the School Improvement Plan (SIP). The emphasis is always on kindness and the value to the whole school. The wellbeing of the pupils at Engayne School is always taken into account with the children's SIP.

## **Useful resources**

[www.mentallyhealthyschools.org.uk](http://www.mentallyhealthyschools.org.uk)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

[www.diversityrolemodels.org](http://www.diversityrolemodels.org)

<https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

[www.headstogether.org.uk](http://www.headstogether.org.uk)

[www.eastlondonwaste.gov.uk/education](http://www.eastlondonwaste.gov.uk/education)

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>

<https://www.stonewall.org.uk/resources/different-families-same-love-pack>

[https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc\\_id=RiseAboveforSchools\\_PSHEA\\_EdComs\\_Resource\\_listing\\_Sep17](https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17)

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and>

## **Books**

Lucy's Blue Day

Presley the Pug

Giraffes can't dance

Tango makes 3

King and King

So much

The boy in the dress

Dogs don't do ballet

Inside out - film

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