



The Oaktree School

Relationships and Health Education

Policy

Autumn 2021

School name: The Oaktree School
Policy owner: Mrs Larsen
Policy Date: Autumn 2020
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Next review date: Autumn 2023
Date shared with LGC: Autumn 2020
Date shared with staff: Spring 2021

Philosophy (We believe that ...)

The Oaktree School offers a broad and balanced curriculum that aims to meet the needs of every child and provides the opportunities for children to 'be the best they can be' in all areas of their development. This includes promoting the lifelong learning of our children, beginning in early years and continuing into adult life. Children are given the opportunities, responsibilities and experiences which will prepare them to be confident individuals and responsible citizens who are able to live a safe, healthy and fulfilling life.

The Oaktree Schools Relationship and Health Education Policy forms part of Life Skills (PSHE) teaching within the school ensuring that our children develop an understanding of loving and caring relationships, and are provided with the skills to make good decisions about their own physical health and mental wellbeing.

What do we want to achieve (intent)?

We provide children with age appropriate information, to explore attitudes and values, and develop skills to empower them to make positive decisions about their wellbeing, health and relationships.

The objectives of Relationship and Health Education Policy are:

- To provide the knowledge and information at an age appropriate level;
- To raise children's self-esteem and confidence, especially in their relationships with others;
- To help children to develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide an inclusive learning environment which is safe and empowering for everyone;
- To develop children's confidence in participating as responsible members of society and to value themselves and others;
- To teach children to value and respect themselves and others;
- To develop skills for a healthy and safe lifestyle;
- To teach children to respect and care for their bodies;
- To develop character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology;
- To ensure children are informed of their rights, including how to access support to keep themselves and others safe;
- To teach non-biased, accurate and factual information that is positively inclusive, e.g. gender, religious beliefs etc;
- To teach children to value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

What do we do (Implementation)?

Relationship and Health Education Policy is not delivered in isolation but firmly embedded in all our Life Skills and wider curriculum areas, including PHSE and the National Curriculum for Science. Our Relationship and Health Education Policy focuses on teaching the fundamental building blocks and characteristics of positive relationships, physical health and mental wellbeing.

These areas of learning are taught within the context of 'Relationships' and 'health and Wellbeing' within our Year 1 and 2 PSHE curriculum and PSED with Reception, taking care to ensure that there is no stigmatisation of children based on their home circumstances, e.g. families can include single parent families, LGBT parents, families headed by grandparents, civil partnerships/same sex marriage, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.

Dealing with Difficult Questions

Staff will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by children during the lesson. Staff may ask a child to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Staff can refuse to answer a question that they feel is inappropriate. Staff will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a member of staff does not answer a question, the children will have the reasons for this decision clearly explained. The staff member will work with the children to identify suitable sources of information, where they can safely obtain an answer to their question.

The following ground rules should be adhered to:

- All children will be listened to and respected when opinions are passed.
- Staff must be aware of different backgrounds, religious and cultural differences.
- All children will be listened to and respected when opinions are passed. Children will be taught the **ROCK** rules.

Respectful of what everyone has to say despite whether they agree or not,
Open to discuss the issue but at the same time understand they everyone has the right to privacy if they wish,
Confidential,
Kind in any discussion.

Inclusion

All children are given equality of opportunity and access to Relationship and Health Education Policy within the curriculum. We will ensure that provision meets the needs of all children, respecting children's different abilities, level of maturity and personal circumstances, e.g. faith, culture, sexual orientation and gender identity. Differentiation in terms of learning objectives, tasks, teaching methods and resources will be planned for children with specific needs.

Safeguarding/Confidentiality

Staff need to be aware that effective Relationship and Health Education may bring an understanding to children of what is, and is not, acceptable in a relationship and may lead to disclosure of a child protection issue. If staff have any reason to believe a child is at risk they will refer to the schools Safeguarding Policy and follow these procedures, in line with Keeping Children Safe in Education, 2021.

A member of staff cannot promise confidentiality if concerns exist. All staff will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the Safeguarding Policy.

Parental engagement in Relationship and Health Education

We recognise the prime role of parents and carers in the development of their child's understanding about Relationship and Health Education. We work in partnership with parents and carers in the development and understanding of Relationship and Health Education. The school will ensure that parents and carers are made aware of the school's approach and rationale for Relationship and Health Education through this policy. Parents were initially involved in the writing of the Relationship and Health Education policy through initial consultation in September 2020 and are made aware of the teaching of Relationship and Health Education through the school's Life Skills curriculum. We further encourage parent to support their child's learning at home. If a parent/carer would like any further support with, or has any concerns about, the Relationship and Health Education provision they can email the school office with these concerns. We will take time to address these concerns on an individual basis.