

The Poplar Partnership Schools

Health and Relationships Education Policy



SET SAIL FOR SUCCESS

Mayflower School

Reviewed: Spring 2014

Next review: Spring 2016

Rationale and consultation

This policy for health and relationships education was written following consultation with parents, teachers, school governors and the local community in Poplar. Through it we aim to meet the needs of the different religious and cultural communities we represent. By working together as a group of schools we provide a clear and consistent approach to health and relationships education in Poplar.

What is health and relationships education?

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood." (DfES 2004)

Aims of delivering health and relationships education:

- Prepare pupils for changes in their lives as they grow older
- Provide pupils with an awareness of appropriate strategies to manage their development
- Provide accurate information regarding human development and eliminate misconceptions or myths
- Keep pupils safe and help them understand behaviour which is acceptable and unacceptable
- Give pupils respect for themselves and those around them

Who is it for?

We operate an '**opt in**' policy for health and relationships education in our schools. This means that we will provide a high quality health and relationships curriculum for pupils **if parents decide that they would like to take up this option.**

In the spring term parents are given the opportunity to look at the content of the health and relationships education sessions for their child's class and will be given the chance to sign up for these sessions if they would like them. The sessions are then delivered by the end of the spring term.

Our policy is in line with the New National Curriculum. We teach Science separately from HRE.

Curriculum content

Links to PSHE in KS1:

3b: to maintain personal hygiene.

3e: to know the names of the main parts of the body.

Links to PSHE in KS2:

3c: about how the body changes as they approach puberty.

3e: to recognise the different risks involved in situations and judging what kind of physical contact is acceptable or not acceptable.

4c: to be aware of different kinds of relationships, including marriage and those between friends and families, and to develop skills to be effective in relationships.

Year 1: Growing and looking after ourselves

1. How we grow and change and how to keep myself clean
2. Families and people who look after us

Year 2: This is me

1. My body
2. What makes me different?

Year 3: Valuing our differences and staying safe

1. What makes us different?
2. Staying safe

Year 4: What will happen when we grow up?

1. How we are growing and changing
2. changes

Year 5: How will puberty affect me?

1. Let's talk about puberty
2. Understanding personal hygiene

Year 6: Puberty and basic facts about reproduction

1. Hygiene and puberty
2. Let's talk about puberty

How do we teach HRE?

- In Y1-3 the lessons are taught following the usual lesson format which may include teacher input, pupil talk, pupils asking questions or pupils completing activities together.
- In Y4-6 pupils are taught in the same way but in single sex groups.

Monitoring and evaluation:

- Teachers follow the lesson plans and use the resources in The Poplar Partnership scheme of work. These resources have been agreed by Mayflower Governors HRE working group.
- PSHE leaders monitor teaching within lessons through observations, team teaching and discussions with those involved.
- Assessments take place in lessons through questioning and marking work showing what the children know and then have learnt during a lesson or series of lessons.

Inclusion and HRE:

- Teaching in HRE starts with what the learners already know and builds on it. Children who find the lessons challenging are provided with extra support as in any other lesson.
- Diagrams where appropriate will be used.
- Children ask questions in an anonymous way if they prefer e.g. using a question box. Teachers will use professional judgement when answering questions. They will direct pupils to discuss questions at home with parents if they are unsuitable for class discussion.

Child protection

Pupils' questions can remain confidential from other children. However, if for child protection reasons, the teacher needs to discuss the question or comment with other adults at school it cannot be kept secret for the child's safety.

Links to other policies

PSHE, Science & Child Protection

Roles and responsibilities

Parents:

- Ensure their child receives health and relationships education either at school or at home
- Look at the health and relationships lessons and resources used by the school
- Decide whether to 'opt in' to health and relationships education lessons at school

Class teacher:

- Teaches the agreed curriculum content for health and relationships education
- Asks the leader of PSHE for advice and support where needed

- Reports information relating to child protection to the head teacher

PSHE leader:

- Ensures high quality health and relationships education is available to pupils
- Ensures staff are confident in teaching health and relationships education in line with the school's policy including new staff
- Reviews the schools health and relationships education policy when required

Head teacher:

- Includes all groups in consultation on the HRE policy and curriculum
- Ensures staff are clear about the procedures for teaching health and relationships education

Governors:

- Ensure that the school has an up to date policy for HRE

Chair of Governors: -----

Headteacher: -----

Date: -----