

Grand Avenue Primary and Nursery School
A Policy for Relationships and Health Education
(RHE)

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Agreed by staff and Governors - Autumn term 2020
Review date - Autumn term 2023

Statement

RHE is concerned with the personal growth of children as individuals. It is a vital part of every child's education and development. The school provides planned activities to support this development as well as responding to each child's needs depending on different situations and experiences. The term 'GRAND LEARNERS' is used as common vocabulary throughout the school.

Aims

The aim of this policy is to set out the expectations and the ways in which children can be supported in developing, and helped to acquire, the necessary social skills to become effective members of our society and keeping healthy and safe.

Through teaching social skills we aim to

- Promote a positive self esteem
- Promote personal and collective responsibility
- Facilitate children working co-operatively
- Promote the importance of listening skills
- Build an atmosphere of confidence and trust
- Enhance friendships
- Explore feelings and develop empathy
- Develop assertiveness
- Encourage self discipline
- Facilitate conflict resolution strategies
- Promote healthy lifestyle choices
- Promote an awareness of keeping safe online and offline

Responsibilities

The Role of the Co-ordinator

The RHE Co-ordinator will

- Create, review and monitor the RHE Policy, especially with regard to local and National agendas
- Raise staff awareness on a regular basis
- Keep up to date with current developments and initiatives
- Support staff with the planning and delivery of RHE
- Manage, update, order and monitor resources
- Monitor planning to ensure continuity, coverage and progression
- Attend relevant courses and disseminate information in school
- Observe RHE lessons and feedback to staff
- Use data collected on children's attainment to create an annual action plan
- Deliver INSET

The Role of the Governors

The Governors will

- Become familiar with the key issues surrounding the teaching of RHE
- Be familiar with the RHE policy
- Review the policy at the appropriate time
- Support the implementation of the policy
- Visit school to observe the teaching of RHE
- Meet with the RHE co-ordinator on a regular basis
- Update other Governors on any changes to policy

- **The Role of the Class teacher**

The class teacher will

- Plan and deliver the RHE curriculum as set out in the National curriculum and Statutory Guidance
- Follow the school scheme of work (3D PSHE) to ensure coverage and progression of skills
- Plan activities to meet the needs of all pupils including SEN, More Able and children who have English as an additional language
- Inform parents of their child's progress in RHE
- Alert the SENCO of any children who have difficulties in acquiring social skills
- Liaise with the RHE co-ordinator with regards to resources needed to deliver the curriculum
- Make records and track pupil progress in RHE

Organisation and Time Allocation

RHE is timetabled for one session a week. Teachers plan sessions in accordance with the school curriculum map and the objectives set out in the National Curriculum. A year group skills ladder outlines the skills to be taught and explored for each term under three main headings;

- Living in the wider world
- Relationships
- Health and Well-being

These areas for focus are introduced during an assembly at the beginning of each term.

3D PSHE Scheme of Work

The school uses a PSHE Programme - 3D PSHE – to plan and deliver lessons throughout the school. This programme enables pupils to develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses

- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

3D PSHE Sex Education

The school uses the 3D Sex Education Unit. This covers close relationships, including friendships, that often form during puberty; the physical, mental and emotional changes that take place during puberty; sexual relationships; busting some myths about sex; the features of healthy and unhealthy relationships; gender identities and an awareness of transgender issues if appropriate.

3D PSHE Extremism and Radicalisation

The school uses the 3D PSHE Extremism and Radicalisation Units.

In KS1 the children explore understanding the differences between 'fact' and 'opinion'; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. I

In KS2 the children explore how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

Circle Time

There may also be incidental sessions which are needed to support a specific need in the class or group. Teachers may decide to convene a circle time. Circle time enables children to participate as listeners and speakers and facilitates the whole process of communication, a vital tool to learning.

This approach allows for sensitive issues to be discussed in a safe environment. Staff have training and are supported in planning circle time activities. See Appendix A - guidelines for a successful Circle time

Responding to Sensitive Questions

At Grand Avenue we provide a safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others.

Our teachers will:

- Establish ground rules about how pupils will behave towards each other during a discussion
- Provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class
- Have a worry box available in which pupils can place anonymous questions or concerns
- Provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that discrimination and bullying are never acceptable in any form)
- Not express their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law
- Be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues

- Always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- Make pupils aware of reliable sources of support both inside and outside the school

When faced with a tricky question teachers will....

- Thank pupil for the question and check an understanding of what has been asked and what *the pupil* thinks the answer is
- Give a factual, age-appropriate answer
- Buy time if necessary: explain that the answer is not known and more information will be sought and a response will be forthcoming later.
- Be prepared with a response such as 'That's a really interesting question and it deserves a good answer – let me have a think about it and get back to you later.'
- Consider the need to consult senior colleagues. What is the school policy? Is there a potential safeguarding issue?
- Inform parents/carers to provide support

Visits and Visitors

At Grand Avenue we are fortunate to have close links with professionals who can support our teaching of RHE.

The school health team lead sessions in Year 5 and 6 on Health and Sex Education. Parents are informed that these sessions will be taking place and have the right to withdraw their child from some sessions.

Our local PSCO leads sessions in years 5 and 6 on the dangers of Drugs, Crime and Consequence, Personal safety and Safe Routes to School .

Our e-safety consultant leads sessions for Key Stage 2 children on keeping safe whilst using the internet.

Other projects and workshops may also be planned involving input from other relevant outside agencies.eg local banks

Links to Other Policies

RHE links to all areas of the curriculum. We believe that unless a child feels good about themselves it is very difficult to learn. It is our aim that each child develops a positive self esteem, feels a sense of belonging, knows that they are valued and can make a positive contribution to the life of the school. RHE is an intrinsic part of school life and permeates all aspects of a child's development.

Our Behaviour Policy outlines the way in which children are praised and their achievements celebrated. This includes praise for behaving in a socially acceptable manner, showing co-operation and kindness.

The RHE policy also has strong links with our Sex and Relationships Education policy and e-safety policy.

Social Communication Groups

Members of our support staff are trained to teach social communication. Each term a timetable is organised in consultation with the class teacher and the SENCO. Children are invited to join the group to either develop their social skills or act as a role model during the lessons. Parents are informed .

Equal Opportunities

We ensure that every child has access to the RHE curriculum regardless of physical, sensory, intellectual, emotional or behavioural needs, gender, social and cultural background, religion, ethnic origin or home language.

Guidance for Circle time

- All participants sit in a circle with an agreed leader. It is important that all participants can see and hear each other clearly
- Each circle time should begin with a short reminder of the circle time rules and expectations eg taking turns/listening to each other/confidentiality/right to 'pass'/respecting each others views
- The leader outlines the focus of the discussion, this may be part of the agreed curriculum or taking account of any current concerns of the group
- The leader should make it clear to the children that circle time can be a time to share success, discuss issues or solve problems
- Every session to include a positive focus, either celebrating success or a co-operative game
- Usually children contribute to the circle time by taking it in turns to speak, one a time around the circle.
- A talking object may be used. As the object is passed around the circle the holder has a turn to speak.
- If a child does not wish to contribute when it is their turn they can say 'pass'. The leader should return to these children at the end of the round to ask if they would like to contribute
- A time limit needs to be agreed, a shorter session for younger children is advised.
- Although careful planning has taken place the leader may also follow topics and explore issues as the children contribute. It is not vital to stick steadfastly to the topic planned.
- A part of the time may be spent away from the circle eg to go and draw a picture or take time to work with a partner. Then the circle can reconvene to share again.
- The leader needs to be aware of the children who are shy or find circle time difficult. It is advisable to start with a non-threatening round of 'favourite food/colour' etc A very reluctant participant may use a puppet to speak through
- The leader should make it clear to the children that if an issue is too private to be discussed during a circle time that they can ask for time alone with a trusted adult
- The end of the circle time should incorporate a 'calming' activity to signal the end of the session

