

## THE BRIDGE SCHOOL RELATIONSHIPS, AND HEALTH EDUCATION POLICY 2024

At The Bridge School we aim to educate the whole child and to ensure all children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success. Relationships Education, and Health Education is a fundamental part of our curriculum and aims to promote self-respect, confidence, responsibility and respect towards others as well as resilience, safety, empathy and care.

### **This policy should be read in conjunction with:**

Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers and parents/carers via the school website. [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)

To embrace the challenges of creating a happy and successful adult life, children need knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE (Personal, Social, Health and Economic) curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education with high consideration for the mental and physical development of our pupils.

From September 2020 it is a legal requirement to teach Relationships and Health Education at primary school and parents do not have the legal right to withdraw their child(ren) from teaching on these subjects.

### **School context**

Our school community comes from a wide and diverse society. It is our intention that all children at The Bridge School have the opportunity to experience a relevant and differentiated programme of Relationships and Health Education. Pupils at The Bridge School are taught in 'pathways' relevant to their needs.

Each class has a 15 minute collective worship/reflection time session at the end of each day.

In our **pre-formal pathway** PSHE and RHE is interwoven into all aspects of school life. Pupils learn to develop their self-help skills, their interaction with those around them and their emotional literacy skills through the carefully designed curriculum, and linking across the 4 areas of need with each pupils' Education, Health & Care Plan. Alongside the curriculum, and specific needs arise, staff will plan individualised programmes of work for pupils and deliver tailored sessions to suit the needs on a 1:1 and small group basis.

In the **semi-formal & formal pathway** PSHE & RHE is delivered through a combination of carefully sequenced and well planned weekly curriculum timetabled opportunities as well as whole-school approaches. It is inter-woven into all aspects of school life through the children's Education, Health & Care Plans. We have created a bespoke RHE & PSHE curriculum in line with the guidance from the National Curriculum. Alongside the curriculum, and specific needs arise, staff will plan individualised programmes of work for pupils and deliver tailored sessions to suit the needs on a 1:1 and small group basis.

### **Policy development and consultation**

This policy has been developed alongside the statutory guidance (Relationships Education, Relationships & Sex Education and Health Education) through consultation with our school's stakeholders, which include parents and carers, staff, governors and pupils.

### **Relationships and Health Education**

PSHE & RHE is a universal entitlement for all pupils. This means learning is made accessible to all pupils of all abilities and that attendance in PSHE & RHE has an equal priority with other learning.

At The Bridge School understanding the way in which relationships develop and grow over time is part of lifelong learning. Part of this is about understanding the importance of relationships and the values, qualities and responsibilities in friendships, families and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect and responsibility towards others, emphasising the importance of loving relationships, safety love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. This thread is revisited every half term from Year 4 onwards, to help support our pupils through the up and coming changes to their body. This is taught in an age and developmentally appropriate way to support to understand changes that will/are happening to them and others.

At The Bridge School, Health Education also aims to promote pupils' self-control and ability to self-regulate, and strategies for doing so. We work in conjunction with Occupational Therapy, Behaviour Support, Speech & Language Therapy, Physiotherapy and the Special School Nursing team to enable our pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks and challenges. Relationships and Health Education does not include teaching about sex, which is not compulsory and we do not believe it is appropriate for the developmental stage of our pupils.

The Bridge school endeavours to adopt positive partnership with parents, careers and families. We recognise that parents are key educators and maintain a vital role in providing education about relationships and growing up. Parents can contact school for help and support with resources that will help them to support their child at home e.g. social stories, communication resources. We understand that teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances.

Parents of children in Years 5 & 6 will be specifically informed about the discrete puberty lessons before they take place, and they will have the opportunity to discuss the teaching content before any delivery takes place.

### **Aims and objectives of this policy and the relationships education curriculum:**

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery
- For pupils to develop the understanding of relationships
- Relationship Education provides a foundation for further work at secondary school
- To help our pupils respect themselves and others
- To support our pupils through their physical, emotional and moral development
- To develop skills and understanding to enable our pupils to make healthy choices about their health and well-being including personal hygiene

- To help pupils understand the significance of caring, respectful, stable relationships and its importance for family life
- To help our pupils move confidently into adolescence
- To help pupils to understand a range of views and beliefs about relationships
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs

### **Moral values framework**

The programme will reflect the school philosophy and ethos to encourage the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends' school and community

## **CONTENT OF THE PROGRAMME**

### **Sex education**

Sex education is not compulsory within primary schools and is not specifically taught at the Bridge School. The only reference is what is taught in accordance with the National Curriculum for Science e.g., the main external body parts, the human body as it grows from birth to old age including puberty and reproduction in some plants and animals. Parents do not have a right to withdraw their child from these lessons.

The Bridge School may be able to offer parents additional support in talking to their children about sex education and how this may link to learning in school, if required and at parental request. Following advice from Jigsaw PSHE association which is the planning tool and advice service The Bridge School uses to support a balanced and broad PSHE/RHE curriculum, parts of the PSHE content has been removed from the teaching overview, due to this being focused on not compulsory elements of sex education and not part of the statutory PSHE curriculum.

### **Drugs, Smoking, Online Behaviour and Exploration.**

Drugs, smoking, certain online behaviour (gambling, sexting) are not specifically taught at The Bridge school. These subjects are taught on an appropriate individual basis, as and when required. If a concern arises around these focuses advice from a DSL will be sought and individual class teachers, with the support of a DSL and PSHE subject lead, will plan individual intervention activities to support the situation. These interventions due to the wide range of needs of our pupils will differ immensely but will be carefully planned and will consider the needs, ability and situation of the individual child.

### **Organisation and method of teaching**

Planning and delivery of programme

- The scheme has been planned by middle leaders, subject leaders and SLT.
- The programme will be taught by class teachers supported by supporting staff
- The discrete puberty programme will be taught in Years 5 & 6
- Pupils from year 4 onwards will revisit appropriate puberty focused sessions, in collective worship.
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school
- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated. This revisit as and when required.

- Teaching will be taught in focused sessions and at opportunities throughout the school day, in semi-formal and formal sessions and will be interwoven throughout the curriculum in all learning pathways.

### **Areas of responsibility**

#### **Head Teacher and Governors**

Ensure the framework is followed

Ensure that this policy is made available to parents

When developing and amending this policy, work with parents and listen to their views

#### **Teaching Staff**

Implement this policy with the guidance of senior leaders in school

Ensure the policy is followed and applied in practice

Liaise with governors on the teaching of RHE in school as required

Liaise with parents and feedback any concerns, following the school's usual procedures

Respond to the needs of the pupils, following the school's usual procedures

#### **Confidentiality**

The school will ensure that pupils will be informed, that as with any other safeguarding issue, confidentiality cannot be assured and the school will follow the usual procedures for keeping children safe and protected from harm.

#### **Changing Facilities for Physical Education: Upper Key Stage 2**

In our school we will ensure that pupils are offered privacy when changing for physical education and during toileting routine.

#### **Answering difficult questions**

- If a pupil asks a difficult question during a whole or small group session, staff will be expected to answer honestly and factually
- Pupils' questions will be answered according to their level of maturity and understanding with support from parents. Adults will use appropriate communication systems/ aids to support communication and allow pupils to ask further questions.
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with DSL or senior leaders.

#### **Terminology**

Teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Guidance recommends that it is important for children to learn the language associated with body parts so that they are able to talk to health professionals. Correct language for body parts will be gradually introduced from Year 1. Resources and strategies to support pupil communication e.g., symbols and Makaton signing will use the anatomically correct language for body parts, while acknowledging terms used by some people.

#### **Other related documents and policies**

- Education Act 2002
- Keeping Children Safe in Education 2021
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- OFSTED School Inspection Handbook
- Relationship & Health Education Statutory Guidance 2019 (DfE)
- United Nations Convention on the Rights of the Child

### **Equal opportunity/inclusivity**

The Bridge School's Relationships and Health Education Policy and programme will reflect the ethos of the school by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

### **Monitoring and evaluation**

This policy will be managed by the PSHE and RSE lead and an appointed governor will be responsible to ensure that the programme is evaluated, and impact reported to the governing board. This policy will be reviewed annually.

### **Dissemination of the policy**

A summary of this policy will appear in the school prospectus and on the website. Parents will be supplied with a full copy on request. This policy will be communicated to all staff and governors.

RATIFIED BY

PSHE Lead  
Head Teacher  
Governor

Review date

## Appendix 1

### Relationship Education By the end of Primary School

<b>Families and People Who Care for Me</b>	<b>Pupils Should Know</b> <ul style="list-style-type: none"><li>·That families are important for children growing up because they can give love, security and stability.</li><li>·The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>·That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>·That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>·That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>·How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
<b>Caring Friendships</b>	<b>Pupils Should Know</b> <ul style="list-style-type: none"><li>· How important friendships are in making us feel happy and secure and how people choose and make friends.</li><li>·The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>·That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>·That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>·How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ul>
<b>Respectful Relationships</b>	<b>Pupils should know</b> <ul style="list-style-type: none"><li>·The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background) or make different choices or have different preferences or beliefs.</li><li>·Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>·The conventions of courtesy and manners.</li></ul> The importance of self-respect and how this links to their own happiness.

	<ul style="list-style-type: none"> <li>·That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority.</li> <li>·About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>·What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>·The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online Relationships</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>·That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>·That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>·The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>·How to critically consider their online friendships and sources of information including awareness of risks associated with people they have never met.</li> <li>·How information and data is shared and used online.</li> </ul>
<b>Being Safe</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>·What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>·About the concept of privacy, and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>·That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>·How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>·How to recognise and report feelings of being unsafe or feeling bad about an adult.</li> <li>·How to ask for advice and help for themselves or others, and to keep trying until they are heard.</li> <li>·How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>·Where to get advice e.g. family, school, and/or other sources.</li> </ul>

**By the end of primary school:**

<b>Mental wellbeing</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>
<b>Internet safety and harms</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits.</li><li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li><li>• why social media, some computer games and online gaming, for example, are age restricted.</li><li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li><li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>• where and how to report concerns and get support with issues online</li></ul>

<b>Physical health and fitness</b>	<b>Pupils should know</b> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
<b>Healthy eating</b>	<b>Pupils should know</b> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<b>Pupils should know</b> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<b>Pupils should know</b> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<b>Pupils should know:</b> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<b>Pupils should know:</b> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>