



Falconbrook Primary School

# Health and Relationships Curriculum Policy

EFFECTIVE SEPTEMBER 2024

## 1. Aims

At Falconbrook School we deliver a Health and Relationships curriculum with the whole child as the focus. We will provide them with knowledge and develop their confidence to independently establish safe and respectful relationships. We will teach them the vital skills and knowledge needed to keep themselves physically and mentally healthy. We will ensure each child understands the importance of and has the skills to be safe, including online.

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching HRE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Falconbrook School we teach HRE as set out in this policy.

## 3. Definition

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Health Education teaches the children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

## 4. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see Appendix 1.

## 5. Delivery of HRE

HRE is taught within the personal, social, health and economic (PSHE) education, Promoting Alternative Thinking Strategies (PATHS), computing and science curriculums. Some lessons will be taught as stand alone HRE lessons. The HRE curriculum will also

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, families headed by grandparents, LGBT parents, adoptive parents, foster parents/carers amongst other

structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Health education focuses on the information needed for children to make good decisions about their health and wellbeing including:

- › Mental wellbeing
- › Internet safety and harms
- › Physical health and fitness
- › Healthy eating
- › Facts and risks associated with drugs, alcohol and tobacco (Year 6)
- › Health and prevention
- › Basic first aid (Year 4)
- › Changing adolescent body (Year 5)

## **6. Roles and responsibilities**

### **6.1 The governing board?**

The governing board will approve the HRE policy, and hold the headteacher to account for its implementation.

### **6.2 The headteacher**

The headteacher is responsible for ensuring that HRE is taught consistently across the school.

The headteacher also:

Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity

Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

### **6.3 Staff**

Staff are responsible for:

- › Modelling positive attitudes to HRE
- › Monitoring progress
- › Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching HRE. Staff who have concerns about teaching HRE are encouraged to discuss this with the headteacher.

### **6.4 Pupils**

Pupils are expected to engage fully in HRE and, when discussing issues related to HRE, treat others with respect and sensitivity.

### **6.5 Parents**

The school is well aware that the primary role in children's HRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

Will carry out our statutory duty to consult with parents and governors on the contents of this policy

- › Inform parents about the school's HRE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of HRE
- › Answer any questions that parents may have about the HRE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- › Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for HRE in the school

## **7. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

## **8. Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in HRE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **9. Equalities and Diversity**

Schools have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All HRE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering HRE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness.

## Appendix 1



# Falconbrook Primary School

## Health and Relationships Education Curriculum Overview

*KS1 = Years 1 & 2*

*KS2 = Years 3, 4, 5 & 6*

### Relationships Education

Families and People who care for me

<b>Pupils should know</b> (National Curriculum statutory statements):	<b>Year taught</b>
that families are important for children growing up because they can give love, security and stability	1
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	2
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	3
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	4
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	5
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	KS2

## Caring Friendships

<b>Pupils should know</b> (National Curriculum statutory statements):	<b>Year taught</b>
how important friendships are in making us feel happy and secure, and how people choose and make friends	1 2 3
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	KS1&2
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	2 3 4 5
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	3 4 5
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	5

## Respectful relationships

<b>Pupils should know</b> (National Curriculum statutory statements):	<b>Year taught</b>
the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	KS1&2
practical steps they can take in a range of different contexts to improve or support respectful relationships	6
the conventions of courtesy and manners	KS1&2
the importance of self-respect and how this links to their own happiness	KS1&2
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 positions of authority	KS1&2
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	KS1&2
what a stereotype is, and how stereotypes can be unfair, negative or destructive	5
the importance of permission-seeking and giving in relationships with friends, peers and adults	6

## Online relationships

<b>Pupils should know</b> (National Curriculum statutory statements):	<b>Year taught</b>
that people sometimes behave differently online, including by pretending to be someone they are not	KS2
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	KS2
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	KS2
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	KS2
how information and data is shared and used online	KS2

## Being Safe

<b>Pupils should know</b> (National Curriculum statutory statements):	<b>Year taught</b>
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	KS2
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	KS2
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	KS1
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	KS1&2
how to recognise and report feelings of being unsafe or feeling bad about any adult	KS1&2
how to ask for advice or help for themselves or others, and to keep trying until they are heard,	KS1&2
how to report concerns or abuse, and the vocabulary and confidence needed to do so	KS1&2
where to get advice, for example family, school or other sources	KS1&2

## Health Education

### Mental wellbeing

<b>Pupils should know</b> (National Curriculum statutory statements):	<b>Year taught</b>
that mental wellbeing is a normal part of daily life, in the same way as physical health.	5 & 6
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.	KS1&2
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.	KS1&2
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	KS1&2
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	5 & 6
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	5 & 6
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	5 & 6
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	5 & 6
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).	KS2
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.	5 & 6



## Internet and safety harms

<b>Pupils should know</b> (National Curriculum statutory statements):	<b>Year taught</b>
that for most people the internet is an integral part of life and has many benefits.	4
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.	KS2
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.	KS2
why social media, some computer games and online gaming, for example, are age restricted.	KS2
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.	KS2
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	6
where and how to report concerns and get support with issues online.	KS2

## Physical health and fitness

<b>Pupils should know</b> (National Curriculum statutory statements):	<b>Year taught</b>
the characteristics and mental and physical benefits of an active lifestyle.	2
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.	KS1&2
the risks associated with an inactive lifestyle (including obesity).	2
how and when to seek support including which adults to speak to in school if they are worried about their health.	KS1&2

## Healthy eating

<b>Pupils should know</b> (National Curriculum statutory statements):	<b>Year taught</b>
what constitutes a healthy diet (including understanding calories and other nutritional content).	2
the principles of planning and preparing a range of healthy meals.	2
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).	KS2

## Drugs, alcohol and tobacco

<b>Pupils should know</b> (National Curriculum statutory statements):	<b>Year taught</b>
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	6

## Health and prevention

<b>Pupils should know</b> (National Curriculum statutory statements):	<b>Year taught</b>
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	5
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	KS1&2
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	2&4
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	4
about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	3
the facts and science relating to allergies, immunisation and vaccination.	5

## Basic first aid

<b>Pupils should know</b> (National Curriculum statutory statements):	<b>Year taught</b>
how to make a clear and efficient call to emergency services if necessary.	4
concepts of basic first-aid, for example dealing with common injuries, including head injuries.	4

## Changing adolescent body

<b>Pupils should know</b> (National Curriculum statutory statements):	<b>Year taught</b>
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	5
about menstrual wellbeing including the key facts about the menstrual cycle.	5