



Medina House School

Relationships and Health Education

Policy 2020

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Signed: _____

Chair of Governors

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POLICY FOR RELATIONSHIPS EDUCATION

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POLICY FOR RELATIONSHIPS AND HEALTH EDUCATION

1. About Medina House School

Medina House School teaches children, who have an Educational Health Care (EHC) plan, with varying needs and learning difficulties. Classes are mainly organised according to age, providing provision for pupils with profound and multiple learning difficulties, PMLD and Provision for pupils who need highly structured learning requirements including elements of TEACCH.

2. Statutory Responsibility

From September 2020 Relationships and Health Education will be mandatory for Primary age children. The new curriculum outlines what the children should learn by the end of primary. The areas covered will be delivered as part of the PSHE curriculum. (Please refer to PSHE policy) These will include learning about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental Wellbeing
- Internet safety and harms
- Physical Health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing Adolescent body

Sex education is not compulsory in Primary school but where necessary and in line with the science curriculum it will be down to school discretion if any areas need to be covered in order to meet the needs of individual children.

3. Purpose of the Policy

Special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in Relationships Education.

Teaching Relationships Education will provide the children with:

‘The key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects’

(Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance 25 June 19)

Aims of the Policy

The aims of Medina House School’s RE Policy are:

- a. to adopt a whole-school approach to Relationships Education in the curriculum

b. to ensure that all pupils within the context of the school learn about the key areas:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships

- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

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

4. Content and Delivery

The school provides RE education as an integral part of the PSHE and Citizenship curriculum. The Medina House School PSHE Policy encourages pupils to:

- develop confidence and make the most of their abilities;
- play an active role in the school and community;
- develop a safe and healthy life-style;

As part of PSHE education children will participate in learning about the school's 'Be safe' scheme where they learn the correct responses to different people by using the 'Be Safe' pyramid. In partnership with parents each child will obtain a 'People and Relationship book' which will follow them throughout the school. This will empower them to keep safe and assist them in disclosing to staff if they are subject to abuse. Essential work will be carried out at the start of the year to introduce the children to their new class teams and private helpers in school.

Pupils are also offered opportunities to:

- participate in a range of activities;
- be aware of and be involved in the school SEAL curriculum
- feel positive about themselves;
- make informed choices and decisions;
- be empowered;
- take responsibility for their actions;
- seek advice and information; and
- prepare for change in their bodies and in their lives
- to keep safe in a range of situations including online safety. (This falls under internet safety work carried out within the IT curriculum.

5. Involvement of Parents and carers

Parents/carers and visitors to the school are informed of the 'be safe' scheme on arrival to school and are shown the correct responses they should expect from the children. Parents are asked to contribute to work carried out in class, such as sending in photos for activities. Class teams work closely with parents/carers of children in class and hold regular meetings with parents/carers on the children's learning and progression. Information is sent home regularly on what work is being carried out in class and how parents/carers can support the children's learning at home.

6. Specific Issues Statement

Medina House School's RE Policy advocates pupil/student care and protection through the following procedures:

- child protection;
- behaviour;
- bullying;
- health & safety; and
- complaints.

Medina House School also recognises the need for the sensitive handling of any member of the school community who may be infected or affected by HIV and other conditions.

7. Confidentiality

This is a direct link to Appendix I of Medina House School's Child Protection Policy and covers the following areas of concern:

- Pupils/students should be able to share concerns with staff in confidence without fear of being 'told off' or criticised; and
- staff have a professional duty to avoid making an unconditional promise of confidentiality where there is a serious threat to the pupil, to other pupils or where child protection issues arise.

8. Links to other policies

The SRE Policy is closely linked to other Medina House School policies and documents with areas of common concern such as:

- School Improvement Plan;
- PSHE Policy;
- Child Protection and Safeguarding Policy;
- Single Equality Policy;
- Behaviour Policy;
- Policy on the Use of Force to Control or Restrain Pupils;
- SEAL curriculum

9. Co-ordination of Relationships Education in Medina House School

The Senior Leadership Team, School Nurse and designated SRE Governor have the responsibility for ensuring that the elements of RE are met within Medina House School's curriculum.

The school recognises that staff need specialist support to undertake specific areas of RE. They will work in conjunction with the Speech and Language Therapy Service, the School Nurse and any other relevant agencies.

10. Evaluation

The RE Policy statement will be reviewed in accordance with the Medina House School Policy Review Cycle and ongoing SRE legislation.