



Personal, Health and Relationship Policy

Policy Creation and Review	
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Introduction

The National Healthy School Standard (NHSS, 1999) aims to support schools in the development of a whole school approach to health. Effective Personal, Health and Relationship education (PHR hereafter) is one criterion for a healthy school. Having an up to date PHR policy is a requirement mandated by the Department for Education for all maintained schools and academies. It is also a requirement for our Healthy Schools certification, which our school is proud to be a part of.

Aim

The purpose of this policy is to explain the aims of Personal, Health and Relationship education (PHR) within Personal, Social, Health Education and Citizenship. This policy helps to ensure that the whole school community, parents, staff, governors and pupils have a shared understanding of this area of the curriculum.

Effective PHR can make a significant contribution to the development of personal skills needed by children to form and maintain good, sound and lasting relationships. It also helps children to make well informed decisions about their own choices, health and wellbeing.

Areas of study

By the end of KS1 children should be taught:

Developing confidence and responsibility and making the most of their abilities

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- to recognise, name and deal with their feelings in a positive way.

Preparing to play an active role as citizens

- to recognise choices they can make, and recognise the difference between right and wrong;
- to agree and follow rules for their group and classroom, and understand how rules help them;
- to realise that people and other living things have needs, and that they have responsibilities to meet them;
- that they belong to various groups and communities, such as family and school;

- to contribute to the life of the class and the school.

Developing a healthy, safer lifestyle

- how to make simple choices that improve their health and well-being;
 - to maintain personal hygiene;
 - how some diseases spread and can be controlled;
 - about the process of growing from young to old and how people's needs change;
 - the names of the main parts of the body;
 - rules for, and ways of, keeping safe...and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

- to recognise how their behaviour affects other people;
- to listen to other people, and play and work cooperatively;
- to identify and respect the differences and similarities between people;
- that family and friends should care for each other.

Breadth of opportunities

- to ask for help.

By the end of KS2 children should be taught:

Developing confidence and responsibility and making the most of their abilities

- to talk about their opinions, and explain their views, on issues that affect themselves and society;
- to recognise their worth as individuals by identifying positive things;
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

Preparing to play an active role as citizens

- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
- to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;
- to explore how the media present information.

Developing a healthy, safer lifestyle

- about how the body changes as they approach puberty;
- to recognise the risks in different situations and then decide how to behave responsibly ...and judging what kind of physical contact is acceptable or unacceptable;
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

Developing good relationships and respecting the differences between people

- that their actions affect themselves and others, to care about people's feelings and to try to see things from their points of view;
- to be aware of different types of relationships in a modern British society and to develop the skills to be effective in relationships;
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender, sexual orientation and disability. Where individuals, families and groups can get help and support.

Moral and values framework

The PHR programme will reflect the school ethos and demonstrate and encourage the following values:

- respect for self;
- respect for individuals and human rights;
- responsibility for their own action;
- responsibility for their family, friends, school and wider community;
- the value of family life;
- freedom from exploitation and prejudice; and
- acceptance of minority groups.

Equal opportunities statement

New City Primary School is committed to the provision of PHR to all children. Our programme of teaching and learning aims to respond to the diversity of modern Britain. Equal time and provision will be allocated for all groups but there may be occasions where children with SEN are given additional support. Organisation PHR will not be delivered in isolation but fully embedded in all curriculum areas (for instance the wider curriculum and PSHE) and whole school areas such as assemblies. Teaching responsibilities are arranged as follows:

- PHR will be coordinated by the PSHE coordinator/post holder -
- All members of staff are committed to delivering the programme -
- External Visitors -
- School Nurse

Learning methods and resources are provided as follows: -

- Through the National Curriculum Science Curriculum -
- Through PSHCE lessons -
- Assembly

Single gender groups will be used as deemed appropriate and relevant.

Presentations from relevant external agencies and health professionals (visitors are invited into school because of the particular expertise or contribution they are able to make). Learning may also take place through circle time and assemblies.

Year Group	Content
1	Personal hygiene Rules and relationships Family networks
2	Naming parts of the body Growing up Friendship and families
3	Personal hygiene Accepting differences Other people's feelings
4	Recognising and dealing with dangerous situations Learning how to share feelings Changes to our body as we grow Relationships with others
5	Who can help us?

	Puberty Recognising emergencies and how to get help
6	Friendships - How to build and sustain them Reproduction Changes to our body as we grow Relationships we will experience with others

In addition to the specific content, teachers deliver weekly Reflection Time based upon weekly themes which may include some of the above content. These themes can be found on the yearly overview. Anti-bullying is an on-going area of focus throughout the year and is supported by an annual Anti Bullying Week. Our school also has a separate Anti-bullying Policy, available on our website.

Specific issues statements

All the issues highlighted in this section will be addressed while ensuring pupils are referred to the values of their communities and are encouraged to discuss the issues with their parents and families if they are able.

Up to date medical information will be given in discussion of these subjects, where appropriate. This could be from the School Nurse or other visiting Health Professionals, for example SHiNE, the Young People's Health Service within Newham NHS Primary Care Trust.

All input into PHR teaching and learning is part of a planned programme which is negotiated and agreed with staff in advance. Visitors to school are familiar with and understand the school's PHR policy and work within it and the clear 6 guidelines set out. The subject leader will continue to liaise with the LA to ensure that the programme set out and taught is continually in line with government requirements.

The school upholds positive beliefs about diversity and wants to ensure pupils are not bullied or discriminated against. Also, young people need to know that they will come into contact with a diverse group of people in their lives through work, leisure, family and friends. In line with the school's strict policy on preventing bullying, children will learn that slang terms used socially which refer to an individual's sexual orientation is unacceptable and a discriminating form of behaviour which will not be tolerated.

Parents/Carers have the right to withdraw their children from all or part of the PHR provided at New City Primary School except for those parts included in statutory Science National Curriculum. Those Parents/Carers wishing to exercise this right are warmly invited to see the head teacher and subject leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the PHR programme until the request for withdrawal has been removed.

Answering difficult questions

Staff are aware that views around PHR related issues are varied. However, while personal views and opinions are respected, all PHR issues are taught without bias. 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 a different opinion.

Questions are answered taking into consideration the age, attitude and maturity of the children concerned. Questions do not need to be answered directly but can be addressed individually later. New City Primary School believes that individual teachers must use their skills in this area and liaise with the Safeguarding Officer if any concerns arise. Teachers will answer questions with honesty and support.

Confidentiality and child protection

The classroom cannot be deemed to be a confidential environment and young people should be made aware of this when 'Ground Rules' are being established at the beginning of the sessions.

As a general rule, children's confidentiality is maintained by the teacher. If the teacher believes a particular child is at risk or in danger, they will talk to the Safeguarding Officer who will take action as laid down in the Child Protection, Safeguarding & Confidentiality policies. All staff are familiar with the policy and know the identity of the member of staff with responsibility for child protection issues. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by members of staff during this process.

Communication of the policy

All staff members and governors will receive a copy of this policy.

Training is regularly delivered to staff on policy content. Copies of the PHR policy are available from the school office on request from parents or available to download from the school's website. The PSHE subject leaders facilitate the gathering of policy feedback from parents, staff and children during review times.

Reviews will ensure that the policy has encouraged school staff to:

- respond honestly and fully to the needs of children, ensuring teaching and learning has been set in a developed moral context;
- continue to work with parents/carers and other members of the community to ensure that the needs of all young people are identified and met;
- to make sure that all teachers delivering PHR have the necessary knowledge and teaching expertise and that they are confident to participate in this demanding aspect of provision; and
- give parents / carers advice to develop the skills necessary to talk about PHR with their children.