



Relationships, Sex and Health Education

Intent, Implementation, Impact

INTENT

At Hazelbury Bryan Primary School we intend to teach pupils about healthy, positive and loving relationships. We hope this will support parents, pupils and those in the wider community. We believe that, no matter what stage of life we are in, we never stop learning how to love. This is at the heart of our teaching. Our purpose is to connect every aspect of growth, physical, emotional, intellectual and social with love. We hope that our teaching enables pupils to fully appreciate and respect themselves and accept themselves positively. We aim to ensure that by doing this we will be raising self-esteem, self worth, confidence and aspirations. We intend to develop an awareness of how they will change, in order to prepare them for changes that will occur as they grow up, and develop their understanding of mutually respectful, positive, loving and healthy relationships. Relationships are at the heart of our school ethos, amongst staff, between staff and children as well as between peers and are the key to well-rounded individuals, as well as a platform for learning. We will actively encourage an acceptance and tolerance of others, so that they appreciate the diverse culture that we live in and learn to support others in the life, religious, sexual or cultural decisions that they make. Through our teaching we envisage children recognising how to look after themselves mentally and physically, knowing ways of caring for our bodies. We intend to ensure our children are good communicators who know how to say how they feel and when to say 'no' and that they have choices in life to create and shape their futures. Children will be taught where to find support when needed and how to be resilient and assertive when it comes to peer pressure. We firmly believe that these skills will help shape our children into confident and positive people who can cope with the ever changing world that we currently live in, building healthy relationships and knowing who they are in society. We hope that this, in hand, helps keep our children safe not only in society but online. Through formative assessment and our sound knowledge of individuals, their home life, personalities and backgrounds, we tailor our planning to ensure that every child including SEN, SMHC and disadvantaged children are all given the opportunity to develop these skills at their own pace and in their own way. We are confident that we know our vulnerable children and how these children may need further support in RSE and this is fully catered for to provide an inclusive curriculum building positive futures for our children. In addition, we are mindful of children in our school who have experienced trauma and damaging relationships. Our intention is to work with these children and to provide them with trusted adults and an EAA (Emotionally available adult), helping them to feel listened to and when appropriate, for them to tell their story and heal. We want all children, including those with traumatic experiences, to feel safe and to develop the knowledge and skills of healthy relationships with trusted peers and adults.

IMPLEMENTATION

At Hazelbury Bryan we focus on teaching the fundamental building blocks and characteristics of positive relationships. We teach weekly lessons, using 'SCARF' materials to support our teaching of Relationships and Sex Education. This is a developmental programme for children from Nursery to Year 6. Children study Physical, Social, Emotional and Intellectual aspects of changes within themselves and others. All learning is age appropriate, taught in a sensitive, supportive manner - with a strong emphasis on equality and a sense of belonging. Lessons have strong links with Science and Religion. Our sessions support children's mental health and well being, as this is key in developing positivity, self worth, self respect and self love. Our school ethos and vision promotes these key values and skills and is regularly impacted on pupils through 'relational practice,' 'emotion coaching' and 'trauma informed schools,' and the interactions we have daily with staff and peers, as well as assemblies. In addition to this, children take part in forest school, additional PE sessions such as 'Games Tuesday,' ensuring 2 hours of physical activity a week, the daily mile and swimming in the summer term. We also have the 'Sports leaders,' who set up fun activities at lunchtime to help children keep active. Our 'Happy Heroes,' are also always looking for positivity and kindness throughout the school, helping to develop positive relationships amongst their peers. Where possible, learning is also actively encouraged to take place outdoors. We recognise that these activities promote positive mental health, as exercise and the outdoor environment, have been found to reduce anxiety, stress and negative mood and improve cognitive function and self esteem. For those children who are SMHC, have had traumatic experiences or find daily life a struggle, we develop trusted relationships between them as well as ensuring they have an EAA, we have 2 trained ELSA's who deliver sessions throughout the week as well as utilising the scheme Hamish and Milo.

IMPACT

In Hazelbury Bryan Primary School, pupils will:

- Know how to stay safe and healthy
- Have Courage
- Show compassion
- Be resilient
- Understand responsibility
- Be able to manage their lives in a positive way
- Have the knowledge to take care of themselves
- Understand healthy relationships
- Understand mutual respect
- Love and respect themselves and care for their body
- Know changes that occur within the body and mind
- Recognise signs of danger and risk
- Be confident
- Have a positive self image and self worth
- Respect others' choices
- Have tolerance and acceptance of others
- To be good communicators and develop assert skills to deal with peers and social pressures
- Know where to get further help and support



Through the above we believe that we are fully preparing our children for life in society today and encouraging their understanding of equality, diversity, uniqueness and the importance of positive, healthy relationships.