Oakleigh School
& The Early Years Centre

Relationships, Physical Health and Mental Wellbeing Education Policy

Rationale

At Oakleigh School we aim to develop positive and meaningful relationships with all pupils and their parents. We aim to ensure that we focus on the importance of developing healthy, respectful relationships .We are clear that parents and carers are the prime educators for children and school complements and reinforces this. We view our parents as partners in the education of the children, and respect that the pupils will continue to need a high level of support throughout their lives.

All teaching maintains a focus on the mental wellbeing of our pupils and we recognise the need to prioritise their happiness .We aim to focus on developing self-awareness and the awareness of others. Developing turn taking and waiting skills and independent living skills are prioritised. Through modelling, we aim to develop the personal attributes of kindness,
Integrity, generosity, and honesty. Supporting pupils to manage and tolerate changes in their life is a foundation for all teaching

At Oakleigh School we deliver a broad and balanced , bespoke curriculum that allows the pupils to access the world around, to the maximum of their ability. We promote the spiritual, moral, social, cultural, mental and physical development of all pupils as part of the curriculum, and daily lesson delivery.
Safeguarding is paramount to all practise and we recognise that pupils with SEND may be more vulnerable to safeguarding risks and may require explicit teaching about relationships, boundaries and personal safety.

Our Aims

Whilst recognising that pupils will need a high level of support, we aim to give pupils strategies to develop the resilience needed to have happy and successful lives. Ensuring that they are able to flourish and to be as independent as possible, is a key to all teaching.

At Oakleigh School, we endeavour to have a good understanding of pupils' faith backgrounds and to develop positive relationships between the school and local faith communities. Where possible pupils have opportunities to visit places of worship and school assemblies are held to celebrate festivals for all faiths. A multi-sensory approach is used to allow pupils to access and experience the beliefs and values of others. The Barnet RE Syllabus has been adapted to to be meaningful to all Oakleigh pupils

We recognise the possible vulnerability of the pupils and that all adults have a duty of care to ensure their safety and wellbeing. Due to the complexity of the children's needs, we do not consider the pupils capable of bullying others or insidious bullying towards others. We work in partnership with parents, as well as with the children to ensure that the pupils are protected from bullying or any form of exploitation. We aim to encourage children to protect themselves and ask for help and support, where they are able to do so.

Key strategies used include repetition and time to practise skills, task breakdown and the use of objects of reference and visual symbols to support understanding. Stories and social stories are

used to explore ideas and concepts and to support the children's learning. Working with a partner or as part of a group, also supports understanding of self and others and positive relationships. The importance of play is also valued as a means of helping pupils develop relationships and learn about the world around them. At the end of each school day, all pupils share "Reflection Time" within their class group, where their daily achievements are shared and celebrated.

At Oakleigh School, we ensure that no pupil is discriminated against because of their age, sex, race, disability, religion or belief, or sexual orientation. Teaching ensures that all pupils are taught equally to maximise their learning potential. At Oakleigh we aim to foster healthy and respectful peer-to-peer communication including behaviour between boys and girls. We aim to provide an environment, which challenges perceived limits on our pupils.
We aim to promote a culture of tolerance and acceptance , which challenges any form of perceived stereotypes.

We do not feel our children are capable of sexual violence and harassment towards their peers.

At Oakleigh School we value the importance of physical and mental wellbeing for all pupils and recognise that all pupils need a high level of support to maintain both of these. Where appropriate pupils are supported to recognise and understand their own emotions and those of others This is encouraged through modelling by the staff including but not exclusively, the use of visuals, social stories, storytelling and staff behaviour. Our aim is to support pupils to be aware of and explore how they feel across their school day. We aim to support them at times of emotional difficulty, such as major changes in their routine or life or through times of bereavement. We also understand that some pupils have degenerative conditions and need emotional support understanding with the changes this brings.

Many pupils are restrictive or "fussy" eaters, or are on specialist diets. They are encouraged to explore wider range of food choices through "Fun with Food "groups, sensory play or cooking based activities. Pupil's weight is also regularly reviewed by the school nurse and the school will work collaboratively with other professionals to support the pupils.
Sleep can be an issue for some pupils, and clear bedtime routines are promoted. The school also runs regular sleep clinics/ workshops and the family support team offer strategies to parents. The school nurse can also support the families by arranging advice from the pupils' paediatricians and other relevant professionals.

A percentage of pupils also have targeted physiotherapy plans that are implemented across the school day. Outdoor play, soft play and PE sessions are also incorporated across the school week to promote physical exercise. Sensory circuits are also implemented where necessary, to support with sensory integration.
Across the school day, pupils are encouraged to be as independent as possible in all self-care routines. Toilet training is a key focus, alongside dressing/undressing, independent eating and drinking. The large multi-disciplinary team including family Support workers, Occupational therapy, physiotherapists and Speech and language therapists work alongside staff to develop these skills.

Pupils have access to the outside play areas at least three times a day, and access to the soft play area during the week. Local walks and visits to the park are encouraged as appropriate

to the pupil's needs and abilities. Pupils also have access to swimming sessions, both at schools and at local pools. Accessing the local community is actively encouraged.

Many pupils are able to access IPads and computers. These are used to promote learning and for leisure. We recognise that our pupils are unlikely to actively engage in inappropriate websites but adult supervision is encouraged. Pupils are also encouraged to try different play activities and resources to develop a range of interests.

The curriculum builds on all aspects of developing an understanding of relationships to support physical and mental wellbeing for our pupils. Teaching staff and the assessment coordinator closely monitor progress. Working in partnership with parents and families is fundamental to supporting all pupil learning. Our aim is to help prepare them for adult hood and life beyond school.

By the end of year 6:

Mental wellbeing	Pupils will be supported to; • have a range of strategies that support their emotional wellbeing including happiness and resilience. • have a communication system that allows them to express their wants, needs and feelings • have access to the community within which they live • have access to a range of different forms of exercise, physio and OT programs to support their well being • have developed turn taking and waiting skills to enable them to work as a group with others • have developed self-care skills appropriate to their abilities • have an 'All About Me Plan' in place if necessary /appropriate • recognise a range of emotions within themselves and others • show kindness to those around them • develop a range of play skills to fill their leisure time • develop their resilience and self-confidence and self esteem • Understand personal boundaries • Learn about safe and unsafe touch Recognise trusted adults and how to ask for help
Internet safety and harms	Pupils will be supported to; • access IT resources which help them to learn • access IT resources which fill leisure time

	• access IT that enhances their communication • remain safe at all times learn strategies that do not involve IT to fill leisure time
Physical health and fitness	Pupils will be supported to • access physio and OT programs as appropriate to their needs • access activities that promote their physical health and fitness as appropriate to their needs
Healthy eating	Pupils will be supported to • access a broad diet that meets their individual needs • sample and try different food types • be as independent as possible through their food choices
Health and prevention	Pupils will be monitored to • ensure they remain physically well • have access to the school nursing team to monitor their weight nutritional needs and health • ensure they remain safe in the sun • ensure that their sleep is prioritised where possible. • ensure personal hygiene is maintained • have regular dental and vision checks • ensure that their vaccinations are up to date • ensure medical appointments are available when necessary
Changing adolescent body	Pupils should be supported to understand: • how their bodies change, through social stories, stories and symbols • when personal touch is and is not appropriate / socially acceptable • that how they feel may change over time and that it is ok to feel a range of emotions, including sad, confused upset and angry

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Headteacher and Governing Body ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- that lessons are well led, effectively managed and well planned;
- teaching is delivered in ways that is accessible to all pupils
- learning outcomes are share with parents through annual review and Personal Learning Plans (PLPS)
- legal obligations are met

Oakleigh Outcomes

As the pupils progress through the school,

Families and People who care for me.	Pupils will have the opportunity to know; • Who the key people are in their life • To develop caring, trusting relationships with the staff who work with them • To feel secure, safe and listened to • To explore how important family are to them • To understand that others have family that are important to them
Caring friendships	Pupils should explore, experience and know; • different strategies for developing friendships • How important friendships are in making us feel happy and secure • How being together can help us feel safe and can be fun. • how we must sometimes wait for a turn • how to share resources and activities • ways to ask for help and support from others
Respectful relationships	Pupils should explore, experience and know • the importance of respecting others • how to initiate and respond to respectful relationships • conventions of courtesy and manners as modelled by the adults around them • how to recognise self • how to be heard by others • how to explore the world beyond school and home

This document is written with regard to The Equalities Act 2010,
Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)

Related documents;
Behaviour Policy
Safeguarding & Child protection Policy
Internet Safety and Appropriate Use Policy
An overview of areas covered- Appendix 1

Appendix 1

An overview of areas that can be covered across the school, as appropriate to each Pupil's needs

Areas to be covered	By the end of Key Stage 2
Self-Awareness and Feelings	• Name more emotions • Recognise feelings in others • Use simple calming strategies • How emotions affect behaviour • Ways to calm down • Understanding anxiety and worry • Coping strategies • Emotional regulation strategies • Self-esteem and confidence • Managing strong emotions • Self-reflection • Coping strategies
Health and Self-Care	• Tooth brushing • Healthy food choices • Importance of sleep • Daily hygiene routines • Physical activity • Healthy habits • Balanced diet • Exercise benefits • Emotional wellbeing • Healthy routines • Hygiene independence • Puberty hygiene • Healthy lifestyle choices • Managing stress • Physical and mental health • Healthy habits for adolescence
Safety and Boundaries	• Safe vs unsafe situations • Saying "no" • Asking for help • Personal space • Personal boundaries • Consent basics • Trusted adults • Internet safety basics • Online communication safety • Grooming awareness (age appropriate) • Personal safety

	• Online responsibility • Recognising unsafe relationships • Seeking help
Growing and Changing	• Body privacy • Basic body care • Changes as people grow older • Body differences • Early puberty awareness • Emotional changes • Puberty changes • Personal care routines • Respect for privacy • Puberty changes in more detail • Personal hygiene • Preparing for secondary school
Relationships and Friendships	• What makes a good friend • Kind and unkind behaviour • Sharing and helping • Resolving simple conflicts • Respecting differences • Understanding rules • Cooperation • Respecting others' opinions • Teamwork • Empathy • Respectful communication • Dealing with disagreements • Healthy relationships • Respect and equality • Bullying and peer pressure • Respectful relationships • Peer influence • Communication skills