

Church Hill Infant School



Relationships, Health and Sex Education Policy 2023

Reviewed	October 2023
Frequency of Review	2 Years
Written by	Claire Elliott
Approved by	Local Advisory Board

What is Relationship, Health and Sex Education?

As an infant school, we only offer statutory Relationship and Health Education (RHE); a statutory component of the Personal, Social, Relationship and Health Education (PSRHE) curriculum from September 2020. This policy aims to set out the purpose of Relationships and Health Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

We define Relationships and Health Education at our Infant setting as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

RHE involves a combination of sharing information, and exploring issues and values.

Our Aims

At our school, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationship and Health Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender, age, racial equality and diversity and represent the Lesbian, Gay, Bisexual and Transgender (LGBT) community through our Relationships curriculum.

The aims of Relationship and Health Education at our school are to:

- Give pupils an understanding of relationships and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Developing coping strategies to help them understand emotions and an awareness of how and where to seek support;

We also aim to enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making by;

- promoting a healthy, safe and caring environment for all pupils and staff;
- providing a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs;
- promoting pupil's self-esteem and emotional wellbeing; helping them to form and maintain worthwhile relationships
- developing relationships, based on respect for themselves and for others, at home, at school, at work and in the community;
- preparing our pupils to confidently engage with the challenges of adult life;

- providing sufficient information and support to enable our pupils to make safe choices.

Statutory Regulations

From September 2020, all primary schools must deliver Relationship Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationship and Health Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2020)
- Children and Social Work Act (2017)

Other school policies that are relevant to our provision of RHE are:

- PSRHE and Citizenship
- Safeguarding and Child Protection
- Science
- Confidentiality
- Behaviour
- Anti-Bullying
- SEND
- Inclusion
- Single Equality
- Staff Health and Wellbeing
- Healthy Schools
- Spiritual, Moral, Social and Cultural Policy

Policy development

This policy has been developed in consultation with Governors, staff and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Governor consultation – the Local Monitoring Council were given the opportunity to look at the policy and make recommendations prior to consultation with other stakeholders
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and ask any questions
5. Ratification – once amendments were made, the policy was shared with the Local Advisory Board and ratified

It was discussed by the Local Advisory Board on Thursday 15 April 2021, parents and staff were consulted on the proposed policy and any views taken into account.

It was ratified by the Local Advisory Board on

Delivering the Curriculum

Our inclusive curriculum supports the statutory requirements for Key Stage 1 set out by the DfE. It forms a core part of our comprehensive Personal, Social, Relationship and Health Education (PSRHE) curriculum. We have developed this curriculum 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 and liaise with parents so they are fully informed and don't seek answers online or from unreliable sources. Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

This policy will be available to view on our school website by all stakeholders.

What is taught?

Our PSRHE curriculum is taught in three distant sections.

Health and wellbeing - (Mental Health, Wellbeing, Emotional literacy, physical health) – ability to identify and name common emotions and discuss them openly, relate to own experiences

Relationships – (Families, friendships, respecting self and others) both new and re-forging old relationships, well planned opportunities for socialisation within bubbles and understanding the importance of what constitutes a positive healthy relationship.

Living in the wider world - (Communities/ belonging, shared responsibilities)

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, LGBT parents, families headed by grandparents, 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).

Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RHSE. We will carefully consider protected characteristics as per our Single Equality Policy. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RHSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect.

In relation to those with special educational needs or disability, we will review our RHSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability

- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care

Working with Stakeholders and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspect of growing up. Therefore, we seek to work in partnership with parents and carers when planning and delivering RHSE. We will encourage this partnership by:

- Providing parents with an opportunity to comment on RHSE within school and voice any concerns
- Inviting parents to learn more about resources and activities used in RHSE
- Gathering parents' views on the RHSE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the RHSE programme as their child joins the school through the school website and our transition processes.
- Providing supportive information about parents' role in RHSE
- Inviting parents to discuss their views and concerns about RHSE on an informal basis.

Right to Withdraw

Parents do not have the right to withdraw their children from Relationships Education. As an infant school, we only offer statutory Relationship Education. Therefore, parents do not have the right to withdraw from the curriculum we offer for RHSE.

Safeguarding

Teachers are aware that effective RHSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

In all instances, teachers will consult with the designated safeguarding lead or Deputy Safeguarding Lead in her absence.

- **Designated Safeguarding Lead:** Mrs Claire Elliott
- **Deputy Designated Safeguarding Lead:** Mrs Creighton

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Assessment, Monitoring and Reporting

Self-assessment is an important part of learning in Relationships Education and PSRHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities. Comments on children's learning and progress in Relationships Education, as part of their learning in PSRHE, will be reported to parents and carers during parent's meetings and in school reports. Monitoring and evaluation of the Policy is the responsibility of the Local Advisory Board

The Policy will be formally reviewed every 2 years. The next review will take place in 2023.

Chair of Governors:.....

Appendix 1 - Church Hill Infant School PRSHE Curriculum Map

KS1	Health and Wellbeing	Relationships	Living in the wider world
ALL	Pupils will be taught:	Pupils will be taught:	Pupils will be taught:
Term 1	<p>Ourselves H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike</p> <p>Emotional Wellbeing H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask</p>	<p>Families and close positive relationships R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>Friendships R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>Shared responsibilities L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment</p> <p>Communities L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people</p>

	<p>for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>		
Whole School Events/Assemblies			
Term 2	<p>Keeping Safe</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept</p>	<p>Safe relationships</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them</p>	<p>Media literacy & digital resilience</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>

	private; the importance of telling a trusted adult if they come across something that scares them	unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard on things that matter to them	
Whole School Events	Fire Service visit Visits from emergency services and other roles in community	Pantasaurus/ NSPCC Pant rule	E Safety Week
Term 3	Ourselves and growing H24. how to manage when finding things difficult H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group	Respecting self and others R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions Managing hurtful behaviour and bullying R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding	

		others is not acceptable; how to report bullying; the importance of telling a trusted adult	
Year Group Specific			
Year 2	<p>Ourselves and growing H25. to use proper terminology to name the main parts of the body including external genitalia</p> <p>Visit from School Nurse</p> <p>Keeping Safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>Drugs, Alcohol and Tobacco H37. about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>Visit from St Johns Ambulance</p>		<p>Economic wellbeing: Money L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this</p> <p>Economic wellbeing: Aspirations, work and career L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different job</p>

Appendix 2:

By the end of primary school pupils should know

(NB. this is the statutory curriculum for the end of Year 6. We do not cover all of this in an Infant school).

TOPIC PUPILS SHOULD KNOW

Families and people who care about me

- 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

- 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

- 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
- 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

- 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 e.g. family, school and/or other sources