ROKESLY INFANTS SCHOOL

# Relationships and Health Education

(Incorporating PSHE and Health Education)

### Definition of Relationships and Health Education

Relationships, Sex and Health Education (RHE) is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RHE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the morals and values of our school.

## Why is RHE important to our school?

**Rokesly Infant and Nursery School Mission Statement**

**At Rokesly Every Child Matters In Every Way**

At Rokesly…

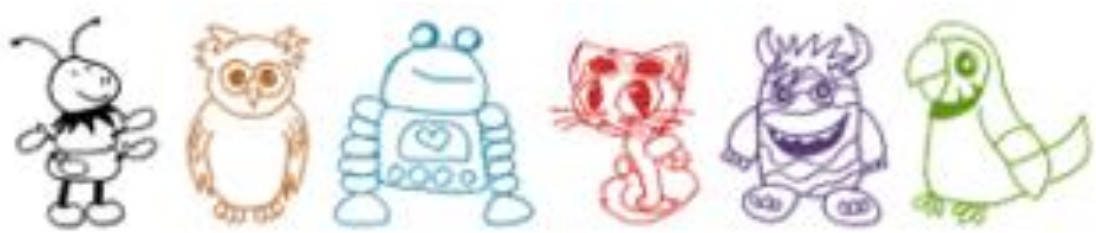
**Our community is warm and welcoming**

**Learning is fun and fascinating**

**We celebrate the things that make us special**

**We challenge ourselves to go further**

## Rokesly Essential Skills Family



Rokesly children demonstrate the key competencies (Essential Skills) for learning. Our child-friendly descriptors of these are:

**Independent Worker** - I always try my best and never give up. I know how to stay safe, healthy and be ready for learning

**Respectful Communicator** - I listen to, care about and respect the feelings, ideas and opinions of others. I think before I speak and share my views

**Explorer** - I ask questions, investigate, observe, collect information and find out new things

**Active Participator** – I like to join in, be involved and make suggestions

**Creative Thinker** – I use what I know to make predictions, try things out, test ideas and solve problems

**Team Worker** - I take turns, compromise and work with others to share ideas and resources

Through RHE children are explicitly taught a number of these essential skills, particularly how to be a respectful communicator and team worker.

## Aims

- To work in partnership with parents, staff and governors to develop the knowledge and skills of pupils in this important area
- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach about relationships within a moral framework emphasising stable relationships and family life.
- To encourage pupils to develop a positive view of themselves and to respect others
- To help pupils understand that they have rights over their bodies
- To help pupils recognise pressure in all its forms and have strategies to resist this
- To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing
- To provide opportunities for all pupils to learn in ways that are appropriate to their needs as individuals and members of their community

## Legislation

This policy has been written with regard to the Department for Education's guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in June 2019. This is statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. These regulations are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught Relationships Education and Health Education. The policy is also influenced by a number of other statutory legislation including the Equality Act 2010 and Keeping Children Safe in Education, as well as non-statutory guidance.

## Policy development, responsibilities, and review

The RHE policy has been developed in consultation with parents, pupils, staff and governors.

It was last reviewed October 2023 and is reviewed annually.

Responsibilities regarding the policy are outlined below:

### *Governing body*

- Nominate RHE lead in school
- Development and implementation of RHE policy outlining the rationale and organisation of the RHE programme, including information on parents' rights to withdraw from sex education and compliant with Equalities legislation (not applicable to early years or KS1 as we do not teach sex education).
- Ensure parents are consulted about the RHE policy
- Ensure all staff comply with policy
- Make a copy of the policy available on the school website.
- Adequate resourcing available for subject
- Link governor to monitor RHE
- Monitoring, review and evaluation of this policy

### *Head teacher*

- Consult with key stakeholders about the RHE policy
- Implement RHE policy
- Monitor compliance to policy
- Work closely with the link governor and coordinator
- Provide leadership and vision in respect of equality;
- Organise quality training for the teaching staff so that they feel skilled and equipped to deliver effective RHE
- Monitor the effectiveness of this policy and report regularly.

### *Co-ordinator*

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the nominated governor
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources
- Undertake risk assessments when required
- Review and monitor RHE curriculum
- Monitor the effectiveness of this policy and report regularly
- Provide information to parents on what will be covered and when.

### *Review*

The policy will be reviewed regularly. This review will be informed by pupil, staff, governors and parent feedback. Assessment data and evidence of delivery will be used to evaluate if the curriculum is meeting the intended outcomes. The review

process will also take account of emerging legislation and national and local good practice.

## *Dissemination*

We will raise awareness of this policy via:

- The school website
- Meetings with staff
- Meetings with parents
- Communications with home such as weekly newsletters
- Reports such as annual report to parents and headteacher reports to governing body
- Letters to parents

## Content of RHE

Year 1:

Autumn 1 – Keeping/Staying Safe (road safety, tying shoelaces)

Autumn 2 – Keeping/Staying Healthy, and Hazard Watch (eating, washing hands, and is it safe to eat/drink/play with?)

Spring 1 – Relationships (bullying, friendship)

Spring 2 – Being Responsible (practice makes perfect, water spillage)

Summer 1 – Feelings and Emotions (jealousy, worry)

Summer 2 – Our World (growing in our world, living in our world)

Throughout year in ICT – Computer Safety (online bullying, image sharing)

Year 2:

Autumn 1 – Relationships (body language, touch)

Autumn 2 – Keeping/Staying Safe, and Hazard Watch (staying safe, leaning out of windows, and is it safe to eat/drink/play with?)

Spring 1 – Being Responsible (helping someone in need, stealing)

Spring 2 – Keeping/Staying Healthy (brushing teeth, medicine safety)

Summer 1 – Feelings and Emotions (anger, grief)

Summer 2 – Our World (working in our world, looking after our world)

Throughout year in ICT – Computer Safety (making friends online, computer safety documentary)

## Sex Education

This is not taught in early years or KS1. This is the only part of the curriculum parents have the right to withdraw their children from, therefore children cannot be withdrawn from any RHE lessons at Rokesly Infants.

## Inclusion

RHE should be accessible for all pupils. As a school we promote inclusion for all and celebration of difference. Every child and family have a right to feel included and valued in our school community.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act requires schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RHE and PSHE in our school is that we may need to provide additional learning opportunities for vulnerable children or those with additional needs.

## *Pupils with Special Educational Needs and Disabilities*

As with other subjects, pupils with SEND may need additional support to access the RHE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is put in place. This may involve individual work with a TA and/or small group work. We will liaise with parents to ensure that each child's needs are met. Some pupils, for example those with Autistic Spectrum Disorders, may need a more explicit approach to some of the key concepts of RHE – this will be discussed with parents/carers to ensure a plan is put in place to support learning both at school and at home.

## *Diverse families*

In our provision of RHE we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

## *Equality and identity*

We actively challenge stereotypes around gender, race and disability through RSHE and our wider curriculum and school ethos. Our aim is for pupils to be respectful of everyone and recognise the equality of all.

## Delivery

The planning and delivery of the programme is undertaken by all teachers. Teachers take a balanced, non-judgmental approach to delivery acknowledging that there are many different views and values. We carry out the main RHE teaching through our Personal, Social, Health and Citizenship Education curriculum.

PSHE/RHE is taught through weekly lessons delivered by the class teacher.

Teachers will use a range of teaching methods and age-appropriate resources to deliver RHE/PSHE that best meets the intended learning outcomes for each year group. Each year's cohort varies so teachers will use their knowledge of the class and their professional expertise to select resources and activities that are most suitable.

Periodic training will be organised for all teachers so that they are kept up to date with new information and guidelines concerning RHE, PSHE and related issues.

All teachers will deliver RHE/PSHE in a safe way ensuring that all pupils feel able to participate and contribute. To support this each class will create a group agreement outlining expected behaviour, rights and responsibilities within PSHE and RHE sessions.

## Assessment

As with all curriculum areas there will be assessment in RHE/PSHE to ensure that pupils are achieving the intended learning outcomes. Teachers will assess pupils' learning on an ongoing basis. This assessment will be in different forms and may involve quizzes, work samples, observation of role-play, pictures, contribution in class, and so on.

## Confidentiality and safeguarding

Due to the content of RHE and PSHE where pupils are exploring sensitive issues this may lead to disclosures of a child protection concern. The boundaries around confidentiality will be explained to pupils through the group agreement. Pupils will be told that teachers will endeavour to respect a pupil's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the pupil. Teachers cannot promise a pupil that they will 'keep a secret'.

## Partnership with parents

We see parents as key partners in our provision of RHE and PSHE. To support the important role of parents we provide information about the content of our curriculum and when topics are delivered (eg. curriculum newsletter). Parents are encouraged to talk with their child about the RHE and PSHE they receive at school in order to put this in the context of their family's own values and beliefs.

Our programme is regularly reviewed and is planned to meet the needs of all pupils. If a parent has questions about any aspect of the programme we ask that they speak with their child's class teacher in the first instance.

## Complaints

If you have a complaint about the RHE/PSHE policy or provision please follow the school's existing complaints procedure.

## Policy links

Anti-bullying policy

Equality policy

Safeguarding and Child Protection policy