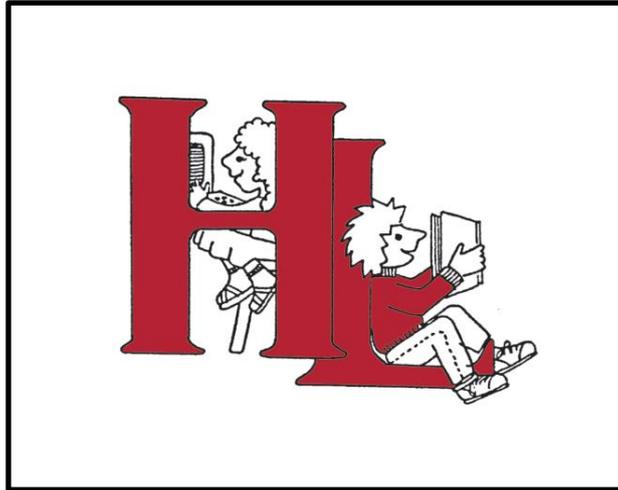


Hetts Lane Infant & Nursery School



Relationships, Sex and Health Education (RSHE) Policy

September 2022

RSHE teaches us life skills to be safe, healthy, caring global citizens.

Rationale & Ethos

From September 2020, **Relationships Education and Health Education** became compulsory for all **pupils receiving primary education** and Relationships and Sex Education compulsory for all pupils receiving secondary education.

As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHRE (Personal, Social, Health and Relationships Education) and citizenship education.

The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experience of adult life in a digital age.

Relationships and Health education is compulsory in all primary and secondary schools, sex education is currently not compulsory in primary schools, however the DFE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils. At Hetts Lane this is in conjunction with our junior school partners.

As part of the Education Act 2002 all schools must provide a balanced and broad based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society whilst also preparing pupils for opportunities responsibilities and experiences of later life

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Collectively known as Protected Characteristics). All schools must ensure RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information, to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Through our curriculum at Hetts Lane we aim to provide all children with the values, skills and knowledge they need to be **caring, successful, Happy Learners**, both now and in the future. This forms the foundation of our school **ethos** and **values** which underpin everything we do including our RSHE curriculum.

Policy Development

This policy has been formulated in consultation with the whole school community including staff, parents, governors and children. This will ensure that our PSHRE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.

The Policy is available:

- Online at our school website www.hettslaneinfantandnurseryschool.co.uk
- From the school office

Parental Rights to Withdraw

We are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010. Parents have the right to request that their child be withdrawn from some or all of the Sex Education taught in Key Stage 2 (other than as part of the National Curriculum for Science) but not the Relationships Education or Health Education taught in the EYFS and Key Stage 1 at Hetts Lane. Parents are invited to view our resources and discuss any concerns with our staff at any time.

Roles and Responsibilities

The Head teacher – has overall responsibility for the policy and its implementation, including:

- Liaising with the governing body, parents/carers, LA and outside agencies
- Identifying a lead teacher who will work closely with colleagues in related curriculum areas, in order to complement and not duplicate content.

The Lead teacher will take responsibility for;

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Managing all aspects of the RSHE programme, developing curriculum materials where appropriate
- Monitoring and quality assuring the programme to ensure continuity and progression within the spiral curriculum
- Ensuring that this subject is fully represented at appropriate curriculum meetings.

Staff training

Relationships Education can include sensitive issues and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside to provide support and training to staff teaching RHE (Relationships and Health Education) where we feel this is appropriate.

Aims and Objectives

Our RSHE curriculum along with our school drivers to be **Caring, Successful, Happy Learners** aim to ensure that all our children understand who they are, how to foster positive relationships and how to lead a healthy and happy life. We believe these are the building blocks to becoming a healthy, independent and responsible member of society both now and as they grow through life.

We want all our children to believe that they have the right to be ambitious and to have the skills and knowledge needed to achieve their goals and succeed in life as citizens of the world.

The aim of RHE (Relationships and Health Education) is to help children build healthy friendships and positive relationships in an age appropriate way and give children the knowledge to make informed choices about their well being.

The overall objectives of our Relationships Education curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. Our RHE covers more than biological facts and information. It endeavours to help children develop self-esteem and self-responsibility, as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships and to know when, how and who to ask for help. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. Relationships Education will look at aspects of diversity in an inclusive and non-judgemental way.

Our RSHE curriculum aims to help our children understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities to learn about respect and responsibility and appreciate what it means to be a member of a diverse society. Another way we develop the children's sense of belonging is by giving them opportunities to play a positive role in contributing to school life and the wider community through for example our school council.

Curriculum Intent (What we teach)

Our RSHE curriculum has been built on our whole school ethos and values:

- To be kind and caring
- To always do our best
- To respect everything and everyone
- To keep ourselves and others safe

It is reinforced and supported through the daily implementation of our values, our "Rules for Safe and Happy Learning" and through other curriculum areas including, science, computing and Religious Education.

EYFS

The Early Years Foundation Stage curriculum has 3 fundamental areas which all other learning is built upon: Personal, Social and Emotional Development, Communication and Language and Physical Development. These are integral to a child's knowledge of relationships, knowledge of a healthy body and emotional wellbeing.

In the Early Years Foundation Stage, **Personal, Social, Health and Relationships Education** is about,

- Understanding what makes a good friend and how to build positive relationships with both children and adults.
- Being able to self-regulate, showing an understanding of their own and others' feelings.
- Managing themselves, showing an understanding what is right and wrong and why we have rules along with being able to manage their own basic hygiene and understanding basic healthy lifestyle choices.

Relationships and Health Education

Relationships Education

Children will be taught about the characteristics of positive relationships, friendships and healthy family life including raising awareness and respecting different types of families. They will understand the importance of self-respect and respecting others and that hurtful behaviour (online and offline) is not acceptable and how and who to ask for help, including if they feel unsafe or worried about themselves or others.

Through an effective and creative curriculum and by the end of primary school, pupils should know about;

- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education: Physical Health and Mental Well Being

Children will be taught about the characteristics of good physical health and mental wellbeing. Including the benefits and importance of daily exercise, good nutrition and sufficient sleep and that mental wellbeing is a normal part of daily life, in the same way as physical health.

Within the curriculum and by the end of primary school children should know about;

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

A clear, sequential **Progression of Knowledge and Skills**, (which can be found on our school website) shows what our curriculum aims for children to know and be able to do at the end of each year. This builds on from the foundations of EYFS, through a systematic progression to ensure children are ready for the next stage in their education as they leave Hetts Lane and their learning continues into KS2.

We have used the PSHE Association guidance and resources to support our curriculum development

Curriculum Design

Our RSHE curriculum is organised into 5 themed blocks of learning as shown below.

- Autumn Term : **Caring for Myself and Others**
- Spring Term: **Being the Best I can Be & Respecting Myself and Others**
- Summer Term: **Keeping Myself and Others Safe & Living in the Wider World**

These themes are repeated each year as part of our spiral curriculum design, enabling children to revisit and build on prior learning and themes/ topics to be revisited in greater detail as students get older.

Our **Learning Organisers** clearly set out the key knowledge and skills that children in each year group will learn each term. They also show prior learning and identify the key vocabulary to be taught as well as suggested texts to support the learning. These are available on the school website each term.

Implementation (How the curriculum will be delivered)

Our RSHE curriculum will be taught through;

- In EYFS, discrete PSHRE lessons, direct teaching, adult-led activities and child-led activities including play with positive experiences built through daily activities and interactions.
- PSHE and RSHE lessons
- Topic and themed learning
- Induction weeks at the start of each term
- Taking part in national events, such as: Anti Bullying Week, Mental Health Week and Safer Internet Day.
- External Providers: Including in Year 2 children benefiting from a 10 week programme from CASE (**C**hildren and **S**afety **E**ducation) which reinforces and extends childrens learning allowing them to revise and apply what they have learnt, in preparation for moving on
- Whole class and smaller group sessions as appropriate
- A spiral curriculum building on prior learning
- A variety of teaching and learning styles
- The teacher reinforcing the school's values and rules for **Happy Learning** as necessary so that everybody to discuss openly and honestly without fear and embarrassment or judgement
- School Value Awards and assemblies
- Links to other curriculum areas (eg:PE, Science, Religious Education etc)
- All teachers endeavouring to create a supportive environment for all pupils
- Daily "Take 5" sessions
- Using local and national data to inform priorities

- Across both key stages, children will be supported with developing the following skills;
 - Communication – speaking and listening, including how to manage changing friendships, relationships and emotions
 - Recognising and assessing potential risks
 - Assertiveness
 - Seeking help and support when required
 - Informed decision making
 - Self-respect and empathy for others
 - Recognising and maximising a healthy lifestyle
 - Managing conflict
 - Discussion and group work

Managing difficult questions

It is inevitable that controversial issues may occur as part of RE, such as divorce or different family types. These issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage, and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Children are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time children will be offered sensitive and appropriate support.

Monitoring, evaluation and review

To ensure the RSHE programme is effective, is meeting the needs of pupils and complies with the statutory guidance, the following strategies will be used to quality assure the programme of study;

- Pre-assessment and post-assessment
- Comments from pupils and representatives from the pupil voice
- Whole class discussions
- Discussions with teachers
- Work scrutiny
- This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively.

Links with home

- Each year group will include PSRHE focus on their termly Curriculum Information Flyers so parents are aware of the learning at school.
- Further curriculum information for RHE including the Long Term Curriculum Plan, Progression of Knowledge, Skills and Vocabulary and Subject Learning Organisers for each year group for each term can be found on our school website

Confidentiality and child protection

It is inevitable that effective RSHE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RSHE are completely familiar with the child protection procedures. Pupils' disclosures or suspicion of abuse must be followed up with the pupil

concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

Links with other policies

The PSHRE policy should be read in conjunction with the following policies;

- Safeguarding
- Peer on Peer Abuse Policy
- Behaviour
- Anti-bullying
- Online safety
- SEND

Useful Documents

- DfE 2019, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance
- SEND Code of Practice
- Safeguarding: NSPCC PANTS rule with film.
- PSHE Association lesson plans from the PSHE association.
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.
- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.
- Mental health and emotional wellbeing lesson plans from PSHE Association.
- MindEd educational resources on children and young people's mental health.
- Online safety: Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.
- Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.
- Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.
- PSHE Association Programme of study for KS1-5
- Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.
- Curriculum: Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study).
- Data to understand the health and wellbeing needs of the local school-age population: Public Health England's Child and Maternal Health Intelligence There are also early years health profiles.