



"Choose the Right Path"

St James' C of E Infant and Nursery School

Relationships and Health Education (RHE) Policy

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Introduction

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. As a result of this Relationship and Health Education is now compulsory in all primary schools.

This policy outlines our school's commitment to provide effective RHE for all pupils. It has been written with regard to the Department of Education's statutory component of the PSHE and Citizenship curriculum from September 2020, and other relevant guidance documents and statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RHE is taught in an age- appropriate manner throughout the school.

What is RHE?

Relationships and Health Education (RHE) is lifelong learning about physical, moral and emotional development. Learning about the many strands of relationships and growing up. We want to be able to provide children and young people with key building blocks of being physically and mentally healthy, understanding relationships, including online contact and good digital wellbeing.

Pupils will learn about the benefits and importance of having hobbies and interests, daily exercise, good nutrition and sufficient sleep, we also aim to give pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

They will also cover healthy relationships, 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 different families, respect, love and care, reproduction, puberty, hygiene, the body, how a baby is made and sexuality.

In an infant and nursery school we are building the foundations of skills and knowledge that will be developed further at junior and secondary level.

Through delivery of RHE we aim to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Policy 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. Our key aim in providing RHE throughout the school is to safeguard our pupils. During their time at this school, children will learn key knowledge and skills to help keep them safe and embrace the challenges of creating a happy and successful adult life. RHE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children and young people to form healthy, meaningful relationships, based on respect for themselves and for others.

We believe in working in partnership with parents and carers and understand the importance of sharing our RHE programme with families so that they can also support their children's physical, moral, mental wellbeing and emotional development at home. 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

Key Objectives

The key objectives of our RHE programme are:

- To provide the knowledge and information to which all pupils are entitled.
- • the knowledge and understanding of a variety of relationships;
- • the ability to identify any concerns they have about a relationship;
- • coping strategies and an awareness of how and where to seek support;
- • an understanding of their rights and responsibilities within a range of relationships;
- • an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils' develop skills (language, decision making, choice, assertiveness resilience) and make the most of their abilities;
- To help gain access to information and support
- To provide the confidence to be participating members of society and to value themselves and others
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils understanding of how to stay safe online;
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender.

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.

Inclusion and Support

RHE will be accessible to all pupils regardless of age, sex race, disability, religion or belief, gender or sexual orientation We will ensure that issues such as sexism, misogyny, and homophobia and gender stereotypes are discussed and will take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled RHE can also be particularly important for pupils with social, emotional and mental health needs or learning disabilities as they are more vulnerable to exploitation and bullying we will ensure that teaching will be tailored to meet the specific needs of pupils to ensure learning outcomes are met, this will also be discussed with parents and carers.

As with all teaching within school, we will ensure that information taught is sensitive age appropriate, and developmentally appropriate and delivered within reference to the law.

There are many different faith and cultural perspectives on aspects of RHE. As a school we will deliver RHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with children following teacher-led sessions

We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals.

A range of different families and relationships will be explored within RHE. All children whatever their developing sexuality or family background need to feel that RHE is relevant to them and sensitive to their needs.

Delivery of the RHE Programme

All teachers will have responsibility for planning and delivering RHE. Teaching assistants may provide additional support for children with special educational needs. Everyone involved in the teaching of RHE will follow the school policy. Where RHE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Visiting speakers from the community, e.g. Health promotion specialists, community police and fire officers, make a valuable contribution to the RHE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum.

Teachers will always be present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RHE curriculum.

The personal beliefs and attitudes of teachers will not influence the teaching of RHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RHE will work to the agreed values within this policy.

The Curriculum

RHE will be taught in each year group throughout the school. It starts as part of the Early Years curriculum and is covered in Personal, Social and Emotional Development. In Key Stage 1 this is delivered through the Heart Smart (Church of England) Scheme of work alongside Kidsafe and Picture News to highlight current affairs around the world. The curriculum will also be delivered through opportunities that are provided beyond the curriculum such as, extra curriculum clubs, School Council, Collective worship and class circle times, school visitors etc.

Assemblies will also be periodically used to address the whole school on major health issues, for example awareness of and countering cyber-bullying.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions.

Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson.

Where pupil's questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RHE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue.

The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Lead should be informed.

No adult should ever promise confidentiality to a child.

Staff Training

If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching observations, or attendance at an external training event

Right to be excused

We believe that RHE should be a partnership with parents and carers. Parents will be routinely consulted and informed about RHE through the school prospectus and letters to explain when RHE will take place in different year groups. Relationship and Health Education is compulsory for all pupils receiving primary education therefore there is **no** right to withdraw from Relationship or Health Education.

Review, Assessment and Evaluation

Monitoring of the RHE Policy is the responsibility of the head teacher, named governor and RHE leader. The school will assess the effectiveness of the aims, content and methods in promoting pupils learning by lesson observation, sampling teachers planning and feedback from parents. The effectiveness of the RHE programme will be evaluated by assessing children's learning and implementing change if required.

Equal Opportunities

The RHE programme will be delivered in accordance with the school's Inclusion Policy and the Equality Act.

Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'.