

CROFT INFANT SCHOOL

RHE (Relationships and Health education) POLICY.

Definition of Relationships and Health Education (RHE)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education.

All primary schools are legally obliged to have an up-to-date policy for Relationships and Health Education (RHE) that describes the content and organisation of RHE. The policy should be made available to parents/carers on request and also available on the school's website. It is the school governors' responsibility to ensure that the policy is developed and implemented effectively.

Effective RHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Compulsory aspects of Relationships and Health Education.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. (See below for National Curriculum Science).

RHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Science curriculum links

Science is a statutory core curriculum subject.

In EYFS children learn about life cycles and through emotional and social development they develop skills to help them form positive relationships with others.

In Key Stage 1 science children learn:

- That animals, including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external body parts of humans.
- That humans and animals reproduce offspring which grow into adults.
- To recognise similarities between themselves and others.
- To treat others with sensitivity.

RHE within Jigsaw

The Jigsaw programme has specific RHE content for each year group which we use in lessons.

The grid below shows specific RHE content for each year group:

<u>Age</u>	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

See Appendix 1 for details of the Health Education strand of Jigsaw

Links to other policies

RHE has very clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- PSHE Policy
- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

Monitoring and Evaluation

The RHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experiences

The coordinator will provide regular feedback to the headteacher, other staff and governors throughout the year.

The Role of the Coordinator.

The RHE coordinator is responsible for

- Monitoring the teaching and learning of RHE throughout school.
- Providing feedback and discussing issues raised with staff and governors.
- Attending appropriate courses and training and then disseminating information back to colleagues.
- Overseeing and implementing the policy.
- Writing an annual action plan as part of School Improvement Planning and evaluating its progress throughout the year.
- Monitoring the subject budget and maintaining and ordering resources within the limits of the budget.

The RHE coordinator is Mrs Jane Priestley

The role of the Headteacher and Governing body

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing body should also make sure that:

- All pupils make progress in achieving the expected educational outcomes in regard to RHE;
- RHE is well led, effectively managed and well planned;
- The quality of RHE provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people. Inclusive RHE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). The protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation should be observed. However, we recognise that children have varying needs regarding RHE depending on their age, level of maturity, personal circumstances and background so to achieve the best for each child our school approach takes into account

- Some children may have emotional or behavioural difficulties or SEND which give rise to particular RHE needs at different times. We will ensure that RHE is always accessible to all pupils by ensuring that high quality teaching is appropriately differentiated and personalised.

- We know that our pupils come from a variety of family situations and home backgrounds so we always take care to ensure that no children are stigmatised because of their home circumstances and the curriculum is delivered with sensitivity and inclusivity for all in mind.

Safeguarding

Staff should be aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Confidentiality and Child Protection (Safeguarding Issues)

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Safeguarding lead (Mrs Lynn Beeson –Headteacher) or deputy leads (Mrs Helen Godfrey -Deputy Headteacher or Mrs Jane Priestley SENCO) who take action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding and Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues may arise in learning from real-life experience. Staff will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, bullying and bereavement.

Staff will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Staff will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. They will actively seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view which are different from those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around some issues are varied. However, while personal views are respected, all issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal matters arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual staff should use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Working with parents and carers

We recognise that the main role in children’s RHE lies with parents and carers and we follow the government guidance on Relationships, Sex Education and Health Education (DfE, 2019) which emphasises the importance of schools working in partnership with parents and carers.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RHE. Good communication and opportunities for parents to understand and ask questions about the school’s approach can help increase confidence in the curriculum.

Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Parents/carers have the right to withdraw children from sex education lessons but Relationships and Health Education are both statutory from September 2020 and parents/carers may not withdraw children from these sessions. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

At Croft Infants we cover the curriculum at an age appropriate level in the EYFS and Key stage 1 science curriculum and by using the Jigsaw PHSE programme.

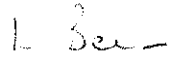
An information leaflet will be given to all parents outlining the school policy and curriculum content for each year group and in future this will be included in the new starters pack given to all parents as their children start at the school.

In the summer term of 2021 a parents meeting will also be held to give out details and answer questions about the statutory guidelines which come into place in September 2020. Any parents/carers with individual concerns about their child and the curriculum will be asked to a meeting with the Headteacher and RHE coordinator to discuss these matters.

May 2021

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors	Governor Minute No:
Date of review: May 2021			2021/40
Date of next review:			

APPENDIX 1 – Health Education Policy

Effective Health Education can make a significant contribution to the development of the personal skills that will be needed by pupils as they grow up. It enables children to think about making responsible and informed decisions about the health and well being of themselves and others.

Included in Health Education is substance education, mental health education and safety education.

The Health Education programme reflects the school ethos and demonstrates and encourages the following values

- Respect for self.
- Respect for others
- Responsibility for their own actions.
- Responsibilities they have for their family, friends, school and the wider community.

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

<i>Age</i>	
4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.