

# Relationships and Health Education Policy

(part of Relationships, Sex and Health Education)



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Signed (Headteacher)	
Signed (Chair of Governors)	
Minute Number	

## HALFWAY NURSERY INFANT SCHOOL

### Policy for Relationships and Health Education (part of Relationships and Sex Education (RSE) and Health Education - RSHE)

#### **Purpose of Study**

This policy reflects the values and philosophy of Halfway Nursery Infant School in relation to the teaching and learning of Relationships and Health Education (part of Relationships, Sex and Health Education, which we refer to as RSHE). It provides a framework which all staff, both teaching and non-teaching, work to and it gives guidance on planning, teaching and assessment.

#### **Intent**

The intent of Halfway Nursery Infant School's Relationships and Health Education is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child. Our curriculum for Relationships and Health Education works alongside our PSHE curriculum which both help to promote children's personal, social and economic development, as well as their health and wellbeing. In line with our school vision statement, we want children to learn and understand what it means to lead a healthy, confident and independent life, to become an informed, active and responsible citizen, and achieve their personal goals.

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

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop confidence in talking, listening and thinking about feelings, wants, needs and desires.
- Help pupils to form and keep healthy relationships.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

#### **Definition of RSHE**

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

## Implementation

### Statutory Requirements

As a maintained Infant school we must provide Relationships and Health Education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In Key Stage 1, we are not required to provide sex education, but we do need to teach the children the elements of sex education contained in the science curriculum such as to name body parts and that animals, including humans, have offspring which grow into adults (as part of the 'Animal, including humans' programmes of study within the KS1 science curriculum).

In teaching RSHE, schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Halfway Nursery Infant School we teach the Relationships and Health Education elements of RSHE, as set out in this policy, and it will be taught alongside the PSHE curriculum.

Under the 1993 Education Act, Governors of maintained primary schools in England and Wales must ensure that where RSHE is taught, it is supported by a policy. The 2000 DFE guidance also states that 'all primary schools have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children.'

### Policy Development

This policy is currently a draft which will be shared with staff, parents and Governors and a final draft will be formally adapted after this consultation. The consultation process will involve the following steps:

1. Review - The PSHE Curriculum Lead will pull together all relevant information including relevant national and local guidance
2. Staff consultation - School staff will be given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - Parents/carers and any interested parties will be able to read the policy online and feedback to the PSHE Lead any further recommendations, if necessary
4. Ratification - Final amendments will be made, the policy will then be shared with governors and ratified.

## Curriculum

The curriculum has been developed by the PSHE Curriculum Lead and is based upon the Sheffield City Council's RSHE curriculum which had an in-depth consultation process with teachers, health professionals, religious groups and other bodies. Our curriculum will be available for parents/carers, pupils and staff to read and there will be some opportunity for consultation with parents/carers, pupils and staff, 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 so they are fully informed and don't seek answers online.

## Delivery of RSHE

At Halfway Nursery Infant School, RSHE is combined and taught with the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Relationships and Health Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

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

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 as all families are different. We also respect that some children may have a different structure of support around them.

Some parts of RSHE will be covered through the Science Curriculum. Below are the legal statutory requirements that children will be taught during KS1:

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

### Organisation/provision

As already mentioned in this policy, RSHE is combined with PSHE and is taught in a variety of ways. It is embedded within school assemblies and has dedicated curriculum time/lessons where the lessons are delivered by staff, using the scheme of work developed from the Sheffield City Council's scheme of work for RSHE.

We will use a variety of teaching methods best suited to the abilities and interests of the children, including:-

- Discussion and debate
- Individual, pair and group work Individual, group and class investigations
- Observations
- Ground rules for sharing information are shared with the pupils before each session to remind them of their responsibilities

### Pupils with SEND

All pupils, regardless of their needs, must be part RSHE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties etc.

### Equality and Diversity

At Halfway Nursery Infant School, RSHE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people, and those with English as a second language, to ensure that all can fully access our RSHE education provision, in accordance with the Equality Act 2010.

### Roles and Responsibilities

#### The Governing Body

The Governing Body will approve the RSHE policy, and hold the Headteacher to account for its implementation.

#### The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE.

### The RSHE Curriculum Lead

The RSHE Curriculum Lead is responsible for:

- Monitoring the teaching and learning of RSHE
- Overseeing and implementing the policy for PSHE
- Writing an annual action plan and evaluating progress throughout the year
- Attending regular courses to keep knowledge up to date and feedback to staff as necessary

### Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

### Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

### Right to Withdraw

Parents do not have the right to withdraw their child from any aspect of Relationship or Health education. Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE. However, the new statutory requirements do not extend to Sex Education at Key Stage 1 (beyond the biological/reproductive aspects schools are already required to cover in Science). Therefore the right to withdraw does not apply to children attending Halfway Nursery Infant School.

### **Impact**

#### Monitoring and Evaluation

The aspects of monitoring and evaluation conducted across school will help to assess impact of our RSHE curriculum:

- Planning scrutinies
- Book/ video recording scrutinies
- Learning Walks
- Feedback from staff and children
- Pupil Voice
- Pupil Progress discussions and reports
- Performance Management Meetings

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

Research evaluations have found that good quality RSHE can lead to positive health and behavioural outcomes. RSHE that begins at a young age and builds to meet the needs of pupils as they grow older can positively contribute to fulfilling relationships and positive experiences later in life.

### **Monitoring**

This policy will be monitored by the PSHE and RSHE Curriculum Lead.

### **Review**

This policy will be reviewed annually, or more frequently to meet government legislation.