



**RELATIONSHIP AND HEALTH EDUCATION [RHE]
POLICY**

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Relationship and Healthy Education Policy

This policy reflects the vision and aims of Hadfield Infant School.

Introduction

At Hadfield Infant School we believe that effective Relationships and Health Education (RHE) is essential for young people to make responsible and well-informed decisions about their lives. This school policy is in line with the current regulations from the Department of Education (DfE) on Relationships and Health education (Feb 2019).

Relationships and Health education are taught in this school as statutory subjects.

A legal duty is placed upon schools under the relationship education to:

- prepare pupils for the opportunities, responsibilities, and experiences of adult life, and
- promote the spiritual, moral, social, cultural, mental, and physical development of pupils.

Aims

The aim of Relationship and Health Education at Hadfield Infant School is to equip children and young people with the information, skills, and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing. We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement, and future success. Our aim is to put in the key building blocks of what a healthy respectful relationship is, focusing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development regarding attributes and school values, such as kindness, integrity, generosity, respect, and honesty. These approaches support our wider work of building resilience in our pupils.

The integrated RE, science and RHE curriculum aims to:

- Develop communication and skills to be effective in friendships and relationships.
- Ensure children can name parts of the body (including penis and vagina) and describe how their body works; learn how to care for their body and value health, fitness, and hygiene.
- Respect their own and other peoples' bodies and personal space.
- Recognise appropriate and inappropriate touching, be able to keep themselves safe and to know when and how to ask for help and support.
- Recognise that difference is ok and celebrate it and so recognise and challenge pressure to conform to gender stereotypes.
- We focus on attitudes, values, and skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

The DfE recognises 5 elements to Relationship education. These are:

1. Families and people who care for me.
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

Overview for Key Stage 1 (Age 5-7)

Children will learn about recognising naming and managing their emotions; what makes them special; what makes them a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; changes and how they have changed since babyhood; how boys and girls bodies are different including scientific appropriate names of body parts; that some parts of the body are private; how to ask for help if they are worried or concerned. Identify, name, draw and label the basic parts of the body and say which part of the body is associated with each of the senses. Understand that animals, including humans have offspring that grow into adults. Equal opportunities/sensitive issues.

At Hadfield Infant School we deliver RHE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation.

We recognise that children have varying needs regarding RHE depending on their circumstances and background. To achieve this, schools' approach to RHE will consider:

- Research conclusions that girls typically engage easier in RHE. Therefore, we will consider the needs of boys, as well as girls, and use approaches that will actively engage them.
- We shall also be proactive in combating sexism, misogyny, sexualised behaviour, and sexist bullying.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs of disabilities (SEND) that results RHE needs at different times. We will ensure that RHE is accessible for all pupils through high quality teaching that is differentiated and personalised.
- We recognise that our pupils may come from a variety of family situations and home backgrounds.
- We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Teaching provision

RHE is provided through:

Different teaching and learning methods are used to ensure pupils' full participation and development of skills.

A safe learning environment is established in all PSHE lessons including the ground rules. encompassing:

1. We will not ask personal questions
2. We have a right to pass if we don't want to comment
3. We agree to join in and make positive contributions
4. We will listen to each other without interruption

Science as stipulated by the national curriculum.

Other curriculum areas for example: Drama, English etc.

Assemblies.

The provision of appropriate leaflets and other information sources, such as visitors.

Targeted intervention, where appropriate, with vulnerable individuals.

Delivery in response to incidents.

A safe learning environment

For PSHE or RHE to be conducted safely the following will be in place:

Ground rules are explained and referred to wherever appropriate (when receiving external visitors, they will be briefed on the understanding of the ground rules)

No one in the classroom will be expected to answer a personal question.

Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.

Pupils will be expected to engage and listen during lessons; however, it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.

In all cases, the correct names for body parts will be used.

The meanings of the words will be explained in a sensible and factual way.

Care will be taken how to use materials or approaches that may trigger trauma or distress.

Dealing with questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the RHE co-ordinator if necessary. Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.

Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.

Pupils are encouraged, where appropriate, to write down questions anonymously and post them in a box. The teacher will have time to prepare answers to all questions that are relevant. If a question is too personal the teacher should remind the pupil of the ground rules. No one (Teacher or pupil) should be expected to answer a personal question.

If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and attend to it on an individual basis. If a teacher or adult is concerned that a pupil is at risk of sexual abuse, then the safeguarding guidelines will be followed.

Teachers are careful not to be drawn into providing more information than appropriate to the age of the child. Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way.

Roles and responsibilities

There is a co-ordinator in school who is responsible for overseeing and monitoring the implementation of the RHE scheme of work and to act as a support for staff. All teaching staff support the policy and have been integral in its development and implementation. Governors are ultimately responsible for this policy.

Parental engagement

We recognise the prime role of parent/carers in the development of their child's understanding about relationships and health. We work in active partnership with parents/carers in the development and review of RHE. The school will ensure that parents' carers are:

- Made aware of the school's approach and rationale for the RHE through the policy
- Are involved in the review of the policy.
- Made aware of the schools RHE curriculum.
- Encourage them to support their child's learning at home through shared learning activities if appropriate.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RHE that are taught in the National Curriculum Science, Relationship Education or Health Education.

If a parent/carer has any concerns about the RHE provision, we will take time to address their concerns and allay any fears they may have.

Working with outside agencies

We consult with the school nurse where appropriate. We ensure that visitors are made aware of the policy to use appropriate language when addressing the children.

Dissemination of the policy

The policy is available in the staffroom and will be available to parents online via policies – curriculum.

Policy review

This policy has been agreed by staff and governors at Hadfield Infant School and will be reviewed annually.