



Relationships & Health Education **Policy**

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Relationships & Health Education Policy

Introduction

Hadleigh Infants and Nursery School considers that Relationship & Health (RHE) is an integral part of the Personal, Social, Health Education (PSHE) and Citizenship curriculum. We aim to offer pupils a carefully planned programme on human development, relationships and family life within a safe, comfortable atmosphere. The programme is set within a moral framework and matched to the pupil's levels of maturity. The policy reflects the requirements of the Department of Education Relationship and Sex guidance.

The focus in our schools will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

From the beginning of school, building on early education, pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – are the forerunners of teaching about consent (which is taught in secondary school).

Respect for others will be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books and resources.

Aims

- To have the confidence and self-esteem to value themselves and others.
- To understand about a range of relationships, including the importance of family for the care and support of children.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To name the parts of the body and describe how their body works.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand how safe routines can reduce the spread of viruses.

Objectives

As part of RHE, pupils will be taught about the nature and importance of family life. We try to ensure there is no stigma placed on children based on their home circumstances. We aim to provide accurate information to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice.

RHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils in our schools and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

Teaching and learning and the delivery of the curriculum

We teach RHE through different aspects of the curriculum and carry out the main RHE teaching through our PSHE curriculum. The scheme of work of RHE maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school. We also teach RHE through other areas of the curriculum (e.g. PE, Science, RE and Computing) where we feel they contribute significantly to a child's knowledge and understanding of their own body, and how to keep themselves safe & healthy.

Linked with RE, children can reflect on their family relationships, different family groups and friendships. They learn about their rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the trust at any time they are dealing with children.

The Role of Parents

Hadleigh Infants and Nursery School is aware that the primary role in children's RHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, respect and co-operation. We will do this by:

- Informing Parents of the RHE policy and practice
- Answer any questions that parents might have about the RHE of their child.

Confidentiality

Teachers conduct relationship education lessons in a sensitive manner. However, if a child makes a reference which indicates that they may have been a victim of abuse the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Head Teacher.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

Content

(See overview for further details appendix A)

Health Education including, personal safety, hygiene, growth and change.

Personal and social development, including relationships with family and friends, self-esteem, emotional development.

Physical health and mental wellbeing: characteristics of good physical health and mental wellbeing, understanding that mental wellbeing is a normal part of daily life, in the same way as physical health.

Equality Act

Under the provisions of the Equality Act, we will 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 the protected characteristics).

We will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Pupils with special educational needs and disabilities (SEND)

Relationships Education, RHE will be taught to all pupils. However, we will ensure that the teaching is sensitive, age-appropriate and developmentally appropriate for individuals. Content will be differentiated and personalised to ensure accessibility. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RHE is also particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

Language

Pupils will be introduced, at appropriate stages, to the correct terminology in their programme of relationship and health. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use terms that refer to people of different backgrounds that could be taken in a derogatory way. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An

understanding of human difference, including the protected characteristics, is an important aspect of education and will be addressed as appropriate through the curriculum.

Monitoring and Assessment

This policy was written in consultation with the school PHSE Lead and Senior Leadership Team and has been consulted on with parents. It has been reviewed by Governors and will be reviewed biannually, or sooner if required.

PHSE/RHE lead will monitor and review the quality of teaching and learning of RHE and its impact/ The leads will recommend changes to practice as needed, or when further guidance material is issued by the PHSE Association/government legislation.

Appendix A

PSHE curriculum Framework – Whole school overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How do we decide how to behave?	What can we do with money?	How do we keep safe?		How do we feel?	What makes us special?
Year 2	How can we help?	What is bullying	How can we be healthy?	What is the same and different about us?	How do we show our feelings?	How can we keep safe in different places?

RHE Terminology

It is important to use the correct terminology with children rather than slang words.

Here is a proposed list of word, the year group that they should be first introduced and a definition that can be used:

Word	Definitions	Age appropriate year group to be introduced for the first time
Anus	<ul style="list-style-type: none">• The opening from the rectum through which faeces (poo) leaves the body.• The opening on a person's bottom.	Year 1
Breasts	<ul style="list-style-type: none">• A female's chest after puberty.• A set of glands on a female's chest; breasts can produce milk after a women gives birth. Males also have breasts, but they do not produce milk.	Year 2
Genitals	<ul style="list-style-type: none">• These parts are often called the private parts.• The external sexual and reproductive organs of both males and females.	Year 1
Penis	<ul style="list-style-type: none">• A male's reproductive and sex organ that is made of spongy tissue that fills with blood during sexual excitement and becomes hard. Urine and semen pass through the penis through a tube called the urethra. Urine comes out when the penis is soft and semen sometimes comes out when the penis is erect.	Year 1
Testicle	<ul style="list-style-type: none">• The gland in which sperm and the hormone testosterone are produced.	Year 2
Vagina	<ul style="list-style-type: none">• A stretchy muscular tube inside the female body that extends from the vulva to the cervix.	Year 1
Vulva	<ul style="list-style-type: none">• The external (outside) part of the female's genital parts	Year 1