



Witley C of E Infant School

Relationships and Health Education Policy

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Available on website	Yes
Approval level	Governing body

Relationships and Health Education Policy

Relationship education is compulsory in all primary schools in England and Health Education is compulsory in all state-funded schools. Sex Education is not compulsory in primary schools.

Current RSE Requirements

This policy has been written to ensure that we are meeting the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal Social and Health Economic education (PSHE) and Citizenship at EYFS and Key Stage 1.

This policy also takes into account the Relationships and Sex Education (RSE) 2020 and Health Education guidance issued by the DfE. We are also working alongside the Guildford Dioceses to ensure cohesion and progression between the church and the school.

Introduction

- We undertake to follow the principles in the Church of England and the Charter for faith sensitive and inclusive relationships education, relationships and sex education [RSE] and health education [RSHE]
- The core purpose of this document is to help adults who work with pupils within Witley C of E Infant School to support their physical, emotional, moral and spiritual development by teaching clear facts, developing skills, positive attitudes and values.
- We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.
- We want to enable children to build good friendships and encourage loving relationships, make responsible and informed choices and decisions about their behaviour and lives.

Purpose of the Policy

- RSE at Witley C of E Infant School is not taught as a separate subject, but is delivered across many areas of curriculum and in response to questions from pupils. It is fully integrated into the wider curriculum such as in the teaching of Personal, Social and Health Education (PSHE), and Citizenship circle times, science, physical education, stories and role play, topic work and assemblies. See our Review, Assessment and Evaluation section of how we monitor subject delivery.
- To ensure that children are aware of what makes a healthy relationship and what it means to them.
- The term sex education refers to the teaching of information relating to growth and development, personal relationships, personal rights and responsibilities as well as reproduction. It is always taught taking full account of the age and maturity of the children.
- This policy is written for the attention of all members of the school's staff, with guidelines for procedures to be followed where issues of concern arise.
- The staff will follow the NSPCC PANTS scheme which will be shared with the children and the parents during PSHE sessions timetabled into the year groups sessions.

The PANTS scheme from the NSPCC talks about how to keep children safe by using a simple underwear rule:

- **P**rivates are private
- **A**lways remember your body belongs to you
- **N**o means no
- **T**alk about secrets that upset you
- **S**peak up, someone can help

Rationale

The guidance from the DfE in July 2000 states that Sex and Relationship Education (SRE) should be firmly rooted in the framework for PSHE. In the supplementary advice from the DfE (0116/2000) it states that a comprehensive programme of SRE provides accurate information about the body, reproduction, sex and sexual health. The Department of Health sets out its ambition for all children and young people to receive high quality SRE in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that children need high quality SRE so that they can make wise and informed choices. It is also a legal requirement, as the National Curriculum for Science sets out the sex education elements which schools must provide for all pupils, which covers the biological aspects of sex education. It should emphasise the social and moral issues and how young people need to respect and value others in a caring and empathetic way. Sex and Relationship Education is also one of the eight themes in the national Healthy Schools Standard. All programmes aim to respond to the diversity of children's cultures, including faith perspectives and family backgrounds.

Relationship education.

It is important that all children are aware of healthy relationships. We at Witley C of E Infant School will therefore talk about what makes this type of bond. RSE is vital in ensuring all young people have the opportunity to explore and learn about healthy relationships. RSE allows them to fully understand what relationships are, who they have them with and what the qualities of a healthy relationship look like. Children can begin to explore what relationships mean to them, what they consider to be important in a relationship, and what they themselves can offer in their own existing and future relationships.

Aims

The school aims to:

- Help and support all its children in their physical, emotional and moral development
- Learn the value of respect, love and of stable and loving relationships.
- Communicate the value of family life, marriage and stable and loving relationships for the nurture of children
- Encourage all its children to value respect, love and care and to promote consideration of moral questions and individual conscience
- Provide truthful and factual information about basic physical processes, including reproduction, appropriate for the age of children at the school
- Support safeguarding of pupils

Principles

The school believes that, at this age, sex education should not be given as a separate subject, but should be taught across the curriculum as and when the need arises. This will usually be in response to questions from children and all aspects of sex education, including human, animal and plant reproduction could be discussed. The school believes that at this age further information is best given within the context of the child's family. The school views the family as constituting a unit which is best described as a group of adult(s) and child/ren living together in a loving, caring environment. Any questions or observations raised by children will be dealt with honesty, with clarity and in an age appropriate way in line with this policy.

Responsibilities

Head Teacher will ensure that:

- The policy is being implemented.
- Staff, governors and parents are informed about our RSE policy.
- Parents/Carers are comfortable to discuss any concerns they may have about RSE
- Parents/Carers are aware that the school recognises the important role and responsibility that parents have as first teachers of RSE.

Class teachers will ensure that:

- They take account of the policy and the statutory guidance for RSE policy.
- They plan and deliver engaging and effective lessons.
- Their daily interactions with children model and support the values, attitudes and behaviours promoted by the RSE policy.
- Their personal belief and attitudes do not prevent the teaching of RSE in line with this policy.

Class 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. All adults within the school will notify the Head Teacher of any issues that give cause for concern that arise from the application of this policy. The Head Teacher will deal with any such issues accordingly.

Where pupils' 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 RSE, 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 would be informed, and the school's safeguarding policy followed.

We acknowledge that our children have lived through a pandemic which has caused disruption and will continue to impact on children's lives in ensuing years. We recognise that the enforced time at home and being away from school may have had ongoing impact on the relationships that the children have both at home and at school. We will continue to prioritise our relationships with our children, whether that is maintaining existing relationships or re-establishing strong bonds. We will

achieve this through adapting and being responsive in our approach to each change we face whilst re-opening our school and for the foreseeable future.

Our curriculum will continue to have the children's mental health and wellbeing at the centre, with a key focus on healthy relationships, re-connecting and belonging. We will ensure that we manage worries, fears and anxieties and support children with loss and bereavement where this arises.

Governors:

It is the school governors' responsibility to ensure that the policy is developed and implemented. School governors are in law expected to give 'due regard' to the RSE 2000 guidance and to maintain an up to date policy which must be available to parents.

- Will ensure that there is an effective and up to date policy in place.
- Will monitor how well the policy is used to plan and deliver the RSE policy.

Parents:

- Will work in partnership with the school to build on their child/ren's skills so that they enjoy learning, new experiences and are able to make new friendships.
- Will help their child/ren to have the age appropriate skills to develop friendships, play in small and larger groups and participate in school life.

Confidentiality

Staff cannot offer unconditional confidentiality. We are aware that this is a sensitive area of education. Teachers will use their skill and discretion in all situations. Sometimes a child may ask a particularly sensitive question. Teachers will decide in these situations whether it is appropriate to give an answer and whether it should be to the whole class or the individual. In cases of suspected abuse or disclosures of abuse the procedure described in our Child Protection & Safeguarding Policy will be adhered to. The subject of sexual abuse will not be included in the curriculum, however all staff will be vigilant. If the teacher feels that a child is at risk, they will follow the school's child protection procedures.

Delivering the RSE programme

Elements of our school PSHE and science curriculum in the tables below identify the different opportunities throughout the year groups where class teachers will deliver parts of the RSE curriculum.

EYFS

Early Years Foundation Stage (EYFS): As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Reception classes. Through the EYFS Curriculum children are taught to play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings. Elements of the science curriculum are covered in the area of understanding the world with themes such as changes over time, basic body parts and the human body.

Key Stage 1:

Through the science curriculum, children learn to identify, name, draw and label the basic parts of the human body. Their learning allows the children to reflect on family relationships, different family groups and celebrations and how to form healthy relationships with others. Children learn about the importance of personal hygiene and maintaining good health and personal safety.

Year R	Year 1	Year 2	All
<u>Family life and parenting</u> <ul style="list-style-type: none"> Needs of human babies Parental love and care What makes a family? Growing from young to old. 	<u>Family life and parenting</u> <ul style="list-style-type: none"> Agencies which support families and children 	<u>Family life and parenting</u> <ul style="list-style-type: none"> Agencies which support families and children 	<u>Family life and parenting</u>
<u>Personal Relationships</u> <ul style="list-style-type: none"> Friendships Sharing Listening Co-operation 	<u>Personal Relationships</u> <ul style="list-style-type: none"> Friendships Sharing Listening Co-operation 	<u>Personal Relationships</u> <ul style="list-style-type: none"> Coping with loss/separation 	<u>Personal Relationships</u> <ul style="list-style-type: none"> Recognising a range of emotions and learning to deal with them.
<u>Sexual development and Sexuality</u> <ul style="list-style-type: none"> Showing affection 	<u>Sexual development and Sexuality</u> <ul style="list-style-type: none"> Appropriate and inappropriate touching 	<u>Sexual development and Sexuality</u> <ul style="list-style-type: none"> Understanding the gender difference Right to say no 	<u>Sexual development and Sexuality</u> <ul style="list-style-type: none"> Humans produce babies who grow and develop and in turn have babies.
<u>Social Pressures</u> <ul style="list-style-type: none"> Appropriate behaviour and language 	<u>Social Pressures</u> <ul style="list-style-type: none"> Roles within the family 	<u>Social Pressures</u> <ul style="list-style-type: none"> Media images, especially of gender. Cultural views of gender and roles in the family. 	<u>Social Pressures</u> <ul style="list-style-type: none"> Appropriate behaviour and language
<u>Body Image</u> <ul style="list-style-type: none"> When required naming parts of the body [safe body maps] 	<u>Body Image</u> <ul style="list-style-type: none"> Acceptance of difference. When required naming parts of the body [safe body maps] 	<u>Body Image</u> <ul style="list-style-type: none"> Naming parts of the body including genital area. Specific, appropriate language. 	<u>Body Image</u> <ul style="list-style-type: none"> Respect for one another, we are all different.

National Curriculum Science Year 1	National Curriculum Science Year 2
Animals, including humans	Animals, including humans
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Review, Assessment and Evaluation

Monitoring of the RSE Policy is the responsibility of the Head Teacher, the governors with responsibility for the Community and Safeguarding Portfolios, and the PSHE leader. Witley Infant School will assess the effectiveness of the aims, content and methods in promoting students learning through learning walks, sampling teachers' planning, talking to our pupils and feedback from parents. We will ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Parental Right of Withdrawal

Parents have the right to withdraw their children from sex and relationship education in the school. However, this right does not extend to education within the statutory National Curriculum. Since sex and relationship education is not given as a separate subject at Witley Infant School, effectively this means that there is no part of the school's curriculum from which parents have the right to withdraw their children. However, the school and its governors recognise that there may remain sensitivities. Therefore parents who are unhappy about aspects of the delivery and/or content of sex and relationship education within the curriculum, have the right to discuss this with the Head Teacher and/or governors and are encouraged to do so.