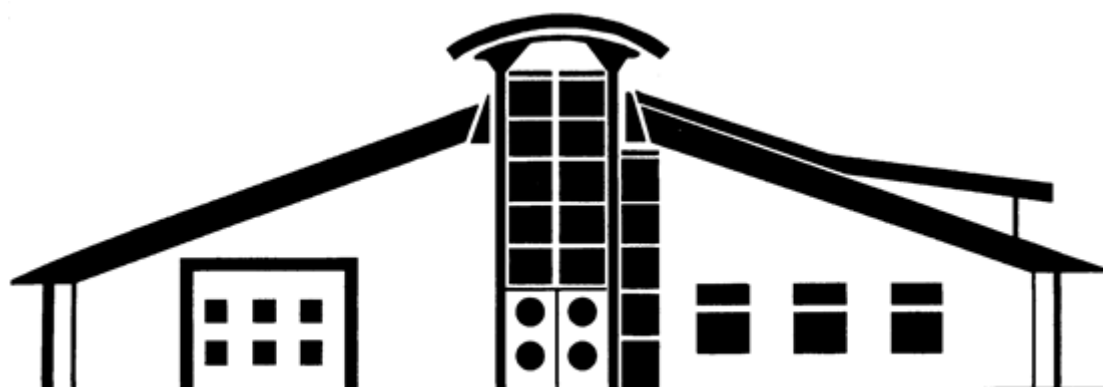


HOLMESDALE COMMUNITY INFANT SCHOOL



Relationships and Health Policy

Approved by Governors..... November 2023

Review Date: November 2024

Relationships and sex education (RSE) and health education

This policy outlines key features of the Relationships and Health curriculum offered at Holmesdale Community Infant and Nursery School. It both contributes to and reflects the school's ethos represented in its mission statement, 'Children are at the heart of all that we do; working together to be the best that we can be'.

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools). Holmesdale School believes that Relationships Education is fundamental to its pupil's wellbeing and safeguarding, therefore, this policy reflects the guidance given by DfE, PSHE Association. This policy will be made available to view via the school's website.

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- PSHE Association guidance (2019)
- Relationships and Sex Education (RSHE) and Health Education – DfE (2019) (compulsory from September 2020)

We place a strong emphasis on equality of opportunity for all those who come in to contact with Holmesdale School, including pupils, parents, staff and support workers. Everyone is a valued member of our school community and children study their own families, relationships and the wider community around the school, which includes stakeholders within our virtual community.

Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and surrounding communities. In doing so they learn to recognise their own worth, to work well with others and become increasingly responsible for their own relationships, wellbeing and learning. They have the knowledge and skills they need to reflect on their experiences and understand how they are developing both personally and socially, addressing the vital foundations of healthy, respectful relationships that are developing in their families and with their friends in all contexts, including online.

Children also learn to understand and respect common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning. There is also time allocated for children to reflect and practise mindfulness and develop strategies to support their own wellbeing or ask for support when they need it.

The children recognise and celebrate difference by exploring a variety of religions and are encouraged to express their thoughts and views in all areas of school life as well as the curriculum.

Our pupils acquire an understanding of, and respect for, people in the community who help them.

Definition of Relationship (Sex) and Health Education

RSHE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health (the emphasis here at Holmesdale being on relationships). RSHE gives children the essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught through Science or ICT, and others taught through PSED (Personal, Social and Emotional Development in EYFS), and PSHE (Personal, Social and Health Education in Key stage 1).

Why teach RSHE?

“Our children learn about sex and relationships from the very youngest age, even if we don’t talk to them. Some of the things that they learn are incorrect, confusing and frightening ... we should talk to our children to help them make sense of it all.” (DfES, 0706/2001)

“... lifelong learning about physical, moral and emotional development. It is about the understanding ... family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.” DfES, Sex and Relationship Guidance, 2000)

The updated RSHE Guidance (DfE, 2019) states that:

1. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
2. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.
3. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

The school’s aims:

The overarching aim of RSHE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health (not just their own but of others also). It aims to develop self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

RSHE provides opportunities for children to:

- Have a clearer understanding of the nature of human interactions and relationships
- Learn about relationships, the importance of communication (verbal, non-verbal and online), and assertiveness skills including the importance of self-respect, equality, responsibility, care and compassion

- Reflect upon the importance of stable and loving relationships for family life, including the bringing up of children (including the variety of family structures that they may have come across)
- Think about and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- Reflect upon how to make informed, safe “good” choices where relationships and healthy lifestyles are concerned.

Good quality teaching and learning takes place when there is:

- A high level of interaction and involvement on the part of all parties
- A safe and secure environment
- A trusting relationship between the teacher and pupil
- An open forum for all to share their ideas, support and concerns
- Collaborative work
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Circle time opportunities
- Role play
- Clear assessment of starting points as well as ongoing formative assessment and summative assessment to monitor and gauge development
- All stakeholders, including adults, within the school’s community demonstrate and foster positive, collaborative relationships with all others
- RSHE, PSED and PSHE are promoted and celebrated as fundamental to the positive well-being and development of the pupils; which in turn allows pupils to be in a positive mental health state which will allow them to develop and achieve to their highest potential
- Pupil voice will be influential in adapting and amending planned learning activities where possible
- Cross curricular links are made between other areas of the curriculum – specifically Science, ICT, PSED and PSHE

The school teaches RSHE through dedicated PSED/PSHE/RSHE lessons as well as the Science and ICT curriculums. Many of the objectives are covered in dedicated PSED, PSHE/RSHE time. Some of the objectives are covered through other areas of the school’s curriculum e.g. RE, Assemblies, Topic and the hidden curriculum that is, the values, beliefs and expectations of behaviour (‘ethos’) conveyed in the classroom and all areas of school life by members of the school community. This includes the support and guidance given at lunchtimes, playtimes and in PE.

All classes go on educational visits, including visits to places of worship which add to the children’s understanding of communities and cultures that may not be their own, therefore fostering growing relationships with others.

In the Early Years Foundation Stage the school teaches RSHE as an integral part of the Early Years curriculum as well as in regular dedicated PSED sessions.

Teachers state clear learning objectives for RSHE, PSED and PSHE in their planning and these are shared with and understood by the pupils.

The school recognises that 'circle time' is a very effective way of teaching some RSHE skills. Circle times are regularly timetabled in planning and can be used to discuss a variety of matters arising. Objectives are linked to the PSED, PSHE and RSHE overview for each year group within the school. Circle times are most effective when rules are clearly established, and the Jigsaw Charter is adhered to:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when being positive or giving compliments
- We respect each other's privacy

Parental Involvement:

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community in all aspects of RSHE, PSED and PSHE.

Parents are informed, via the Learning Letter, of what their child is learning in RSHE, PSED and PSHE at school each week.

Parental Rights to Withdraw their Children:

Parents/carers have a statutory right to withdraw their children from Sex Education content only that is not part of statutory NC Science up until 3 terms before the term they turn 16, however the school will advise parents of all RSHE that will be covered in the RSHE or PSHE curriculum in advance, and invite parents to discuss the content with the class teacher, where they feel necessary. Parents are also informed that the RSE curriculum is an essential driver in supporting a school's statutory duty to:

- Safeguard and promote the welfare of their children
- Advance the 2010 Equality Act
- Encourage the spiritual, moral, social and cultural development of pupils
- Foster British Values and; Prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage for the National Curriculum for Science.

The school would hope and expect that most parents/carers would then feel reassured that the content is age appropriate and will be dealt with in a secure, open and safe environment. Parents do not have the right to withdraw children from relationships and health education aspects of RSHE as these are statutory within the curriculum. (See Appendix 3)

Pupil Involvement:

Children are involved in the development of the RSHE curriculum through teaching and learning which involves direct dialogue and feedback, and their learning which enables teachers to monitor pupils' views. The PSHE leader takes pupil voice into account when reviewing and modifying the RSHE curriculum and content.

How the school responds to specific issues related to Relationships and Sex Education

Answering Difficult Questions;

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

All classes have a 'Worry Box' where children can put their concerns or questions at any time and as many times as they want, and without embarrassment. Only the teacher will see the worries, unless there is a significant issue regarding a child's wellbeing, or safety, that needs to be shared with the Designated Safeguarding Lead.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) if they are concerned, or believe, any pupil to be at risk.

Inclusion

The RSHE policy reflects and is in line with the school's Equal Opportunities Policy and the school ensures that the RSHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender (or gender that they identify as), ability, disability, experiences and family background.

Confidentiality and Child Protection Issues

Where possible in RSHE a child's confidentiality is maintained by the teacher or member of staff concerned. RSHE discussions may prompt a pupil to disclose about related incidents; for example, FGM, radicalisation, Forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, they must report to the DSL who takes action as laid down in the Child Protection Policy.

The child concerned will be informed that the member of staff cannot keep this confidential and the reasons why. The child will be supported by staff throughout the process.

How RSHE is Evaluated, Monitored and Assessed

The school ensures that all pupils have equal access to the RSHE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind-maps, drawings, task outcomes, questioning and observation. The wellbeing and engagement of each child is monitored and recorded on 'Wellbeing Maps' termly and are discussed in pupil progress meetings and at Senior Leadership Meetings if appropriate.

The RSHE/PSED/PSHE leader is responsible for monitoring the standards of children's work and the quality of teaching.

At the end of the year each year group reviews the RSHE programme they have implemented and pass on any comments to the RSHE/PSED/PSHE leader as part of the

monitoring cycle. A random selection of pupils are interviewed for pupil voice. Any parental feedback given to class teachers must also be fed back.

Strengths and areas for development are discussed with the Senior Leadership Team and are identified in the action plan for RSHE, PSED and PSHE.

Resources

Planning and resources are available on the Jigsaw PSHE website to which all staff have access.

Professional Development for Staff

Staff are kept informed of developments in key aspects of RSHE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and/or INSET days.

Links to other policies and advice

This RSHE Policy is supported by, but not limited to:

- PSHE Policy
- Behaviour Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- School Visits
- Confidentiality Policy
- Equality Policy
- Anti-bullying Policy
- Relationship and Sex Education Guidance 2019 – DfE
- PSHE Association Guidance
- RSHE and Science National Curriculum Objectives for KS1 and 2 (See Appendix 1a and 1b)
- PSHE and RSHE Curriculum (Appendix 2)

Review of this policy

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Index of Appendices:

Appendix 1a –

National Curriculum RSHE objectives by area (statutory from September 2020)

Appendix 1b –

National Curriculum Science objectives for KS1

Appendix 2 –

Holmesdale Community Infant and Nursery School PSED, PSHE and RSHE Curriculum

Appendix 3 –

Understanding Relationships and Health Education in your child's primary school – a parent's

guide (DfE, 2019)

Appendix 4 –

A list of the sex organ body part vocabulary to be covered through the science curriculum.

Appendix 5 –

[Jigsaw \(jigsawpshe.online\)](https://www.jigsawpshe.com/)