

PETERSFIELD INFANT SCHOOL



A POLICY FOR RELATIONSHIPS, SEX EDUCATION AND HEALTH EDUCATION (RSHE)

INTRODUCTION

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>) have made Relationships, Sex Education and Health Education compulsory in all primary schools. Sex education is not compulsory in primary schools, therefore this policy has been created using the statutory guidance: 'Relationships Education (Primary) July 2019' which is a section of the above guidance. The guidance states that the focus in infant/primary schools should 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.

MORAL AND VALUES FRAMEWORK

At Petersfield Infant School we believe that effective Relationships, Sex Education and Health Education is essential to enable pupils to make informed decisions about their lives. Relationships, Sex Education and Health Education is the lifelong learning about physical, moral and emotional development as well as promoting self-esteem and emotional health and well-being. It is also about the understanding of the importance of stable, loving and caring relationships based on respect for themselves and for others, at home, school, work and in the wider community.

AIMS AND OBJECTIVES

The aims of Relationships, Sex Education and Health Education are to provide pupils with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

The key objectives are:-

- to teach pupils about what a relationship is, what friendship is, what family means and who the people are who can support them
- to help pupils understand how to establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate contact
- to teach children to have respect for others ie taking turns, embedding our values
- to teach the importance of honesty and truthfulness, giving consent
- to teach pupils about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter
- to teach pupils about online safety
- to teach pupils about positive emotional and mental wellbeing, including how friendships can support mental wellbeing
- to help pupils understand the boundaries in friendships with peers and also in families and with others, in all contexts, including online

RELATIONSHIPS, SEX EDUCATION AND HEALTH EDUCATION IN THE CURRICULUM

By the end of Year 2, children will have had the opportunity to begin to develop their knowledge and understanding of building and maintaining healthy relationships. They will have considered the effect of their behaviour on other people and be able to respect and identify some differences between people. They will have experience of thinking about the different ways in which family and friends care for each other. They will be able to talk about ways of keeping themselves healthy and to name the main parts of the body. Children will also be able to explain the basic ways that people change as they grow older.

Relationships, Sex Education and Health Education will not be formally taught as a separate subject in the Early Years or Key Stage 1 curriculums. RSHE is taught through the SCARF framework.

Our PSHE (SCARF) lessons will be the key vehicles for the teaching of Relationships Education and for the development of an understanding of fairness and moral responsibility. Relationships, Sex Education and Health Education can also be found within the statutory Science curriculum:

Statutory Programme of Study: Science (NC, update May 2015)

Pupils should:

- notice that animals, including humans, have offspring which grow into adults
- identify, name, draw and label the basic parts of the human body

Questions and observations raised by the pupils will be dealt with by staff as they arise in an honest, clear and appropriate way. These questions may need to be dealt with individually rather than in a classroom situation. Members of staff will use their discretion and professional judgement in answering questions and will seek guidance where necessary. Staff will teach with sensitivity towards children and their different circumstances

THE ORGANISATION OF SEX AND RELATIONSHIPS, SEX EDUCATION AND HEALTH EDUCATION

In our school, the PSHE (SCARF) coordinator is the designated teacher with responsibility for coordinating Relationships, Sex Education and Health Education. Relationships, Sex Education and Health Education is delivered through science, Religious Education, PSHE (SCARF), literacy activities and circle time activities. Relationships, Sex Education and Health Education may be taught by class teachers, HLTAs, and if appropriate, outside visitors such as the school nurse. It is delivered in mixed gender groups. A range of teaching methods is used to teach Relationships, Sex Education and Health Education, for example, the use of discussion, looking at case studies, drama and role play, and the Internet.

EQUAL OPPORTUNITIES

Every child is entitled to receive Relationships, Sex Education and Health Education regardless of ethnicity, gender, religion, age, culture, disability, language or educational special needs. It is our intention that all pupils will have the opportunity to experience a programme of Relationships, Sex Education and Health Education at a level which is appropriate for their age and physical development, with differentiated provision if required. It will be the responsibility of all adults in the school to guide the pupils towards a healthy understanding of relationships and to ensure that all pupils have access to the whole curriculum. Care is particularly taken to ensure that we do not reinforce gender stereotypes in the resources we use and that they are accessible to all and in the role models we provide. We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these, for example, single parent families, same sex parents/carers, etc.

MONITORING AND EVALUATION

Monitoring is the responsibility of the headteacher and the teacher with responsibility for Relationships, Sex Education and Health Education. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning through lesson observations, planning, questionnaires to staff and pupils and feedback from parents.

ROLE OF PARENTS

The school is well aware that the primary role in pupils' Relationships, Sex Education and Health Education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of the pupils at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Relationships, Sex Education and Health Education policy and practice through the school's website
- answer any questions that parents may have about Relationships, Sex Education and Health Education
- respond proactively to any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships, Sex Education and Health Education in the school
- Parents do not have the right to withdraw their children from relationships education whilst in a primary school.

CHILD PROTECTION

Teachers need to be aware that effective Relationships, Sex Education and Health Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a child protection issue. The staff member will record any concerns on CPOMS and inform a member of the Designated Safeguarding Lead team in line with the Local Authority procedures for child protection.

Staff: Feb 2024

Govs: March 2024

Statutory / annually / SIC / web