Banks Lane Infant & Nursery School

Relationships & Health Education

Approved date: February 2024

Review date: March 2026

Introduction

Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly both on, and offline. This presents many positive and exciting opportunities, but also challenges and risks.

Banks Lane Infant & Nursery School considers that Relationships & Health Education (RHE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum.

- PSHE makes a significant contribution to the promotion of young people's personal and social development.
- Through the promotion of PSHE, skills are developed that our pupils need for them to grow and flourish as individuals and members of society.
- PSHE contributes to helping children and young people to build their personal identities, confidence, and self-esteem.
- PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

We believe that Relationships and Health Education includes supporting young people in developing self-confidence in preparing them for the physical and emotional changes into adulthood.

It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support that they need to grow and develop.

We passionately believe this is paramount for teaching pupils the skills and knowledge to safeguard themselves, and prepare children and young people for the challenges, opportunities, and responsibilities of adult life, building healthy relationships and staying safe.

We aim to achieve this by

• Providing PSHE Education that is dynamic, relevant, and appropriate for the challenges and contexts of 21st century life as part of our commitment to broad outcomes for children.

• Teaching children about equality and diversity as is our duty within the Equalities Act (2010).

• Teaching about different family structures at an age appropriate level, including single parent families, LGBT parents, adoptive parents, foster parents/carers amongst other structures.

•Providing our pupils with Relationships and Health Education that is age appropriate and contributes to lifelong learning and pupil well-being.

•Having a strong commitment to confidentiality and to providing a safe learning environment where all feel respected whilst safeguarding vulnerable pupils.

•Informing and working with parents and families to support and promote our work in school by making policies and schemes of work available in school, and on our website and supporting them should they have questions or concerns about RHE.

•Working collaboratively with partners and agencies such as healthcare professionals etc to enrich and support pupil's learning in Relationships and Health education where appropriate.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

•   Equality Act 2010

•   Children and Social Work Act 2017

•   DfE 'Keeping Children Safe in Education'

•   DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

This policy operates in conjunction with the following school policies:

•   DfE 'National curriculum in England: science programmes of study'

•   Safeguarding Policy   Anti-Bullying Policy

•   Behaviour Policy   E-safety Policy

•   SEND Policy   PSHE Policy

•   Equality Policy   Wellbeing Policy

•   RE Policy   Teaching & learning policy

Definition of Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Definition of Sex Education

The DfE continues to recommend   that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils…'

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in the policy and should consult with parents on what is to be covered.

Although it is not statutory to deliver sex education outside of the science curriculum (which is statutory) at primary level, the DfE recommends that all primary schools should have a sex education programme in place. As an infant & nursery School we do not teach sex education beyond the requirements of the science curriculum (e.g. human life cycle and naming body parts). Focus is placed on relationships and health education at an age appropriate level.

Aims of Relationship and Health Education

Taking account of the age, maturity and needs of the pupils, Relationships and Health Education aims to:

• To give children the confidence and self-esteem to value themselves and others

• To understand about the 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 be able to name parts of the body and describe how their bodies work

• 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 what a healthy relationship is both on and offline

- Ensure children know how and where to access appropriate support

Safeguarding & Confidentiality

Everyone involved in the teaching RHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RHE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue.

If a staff member has any concerns or a child discloses information giving cause for concern, this must be report to the DSL and the schools safeguarding policy must be followed.

Equality and Diversity

The school understands its responsibilities in relation to the Equality Act 2010, meaning that school cannot unlawfully discriminate against any pupil because of their sex, race, disability, religion or belief or sexual orientation. RHE will be taught to ensure quality of access for all pupils and avoiding discrimination.

We ensure our Relationships and Health education programme is sensitive to the needs of all our pupils and their families by:

- Being aware of pupils' individual characteristics, backgrounds, attitudes, and feelings.
- Differentiating teaching and learning from our planned scheme of work to allow access to Relationships and Health education for all our pupils including those with SEND or EAL.
- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

- Ensuring freedom from all forms of bullying including homophobic, biphobia and transphobic bullying as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice

Role of the Headteacher

It is the responsibility of the Headteacher to:

•Ensure that parents and staff are informed about our RHE policy

•The policy is implemented effectively.

•Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

•Monitor this policy on a regular basis and report to governors on the effectiveness of the policy.

Role of Subject Lead

•Overseeing the delivery of the subjects.

•Ensuring the subjects are age-appropriate and high-quality.

•Ensuring teachers are provided with adequate resources to support teaching of the subjects.

•Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.

•Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.

•Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.

The Governing Board should make sure that: -

•Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

•Ensuring all pupils make progress in achieving the expected educational outcomes.

•Ensuring the curriculum is well led, effectively managed and well planned.

•Evaluating the quality of provision through regular and effective self-evaluation.

•Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.

•Providing clear information for parents on subject content and their rights to request that their children are withdrawn.

• The subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

Organisation of the Curriculum (Please amend to reflect teaching and learning in your school

RHE will be delivered as part of the school's PSHE curriculum which has been organised in line with the statutory requirements outlined in the 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

At Banks Lane Infant & Nursery School we have the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of all our pupils.

- All teachers will have responsibility for planning and delivering RSE.
- Everyone involved in the teaching of RSE will follow the school policy.
- A balanced and non-judgmental approach will be taken, and the personal beliefs and attitudes of teachers will not influence the teaching of RSE. .

At Banks Lane Infant & Nursery School a number of teaching strategies will be used, to deliver an inclusive RSE curriculum, including:

- Establishing ground rules with pupils.
- Using 'distancing' techniques (e.g. stories)
- Promoting pupil questions and pupil voice
- Dealing with children's questions in an appropriate manner
- Using discussion and age appropriate materials.
- Encouraging reflection
- Use of the wellbeing wall for check ins

At Banks Lane Infant & Nursery School we follow the PSHE Association scheme of work, which is split into 3 core themes.

The scheme of work maps out the lessons/units for each year group, which progresses and returns to themes as children move through the school

Core Theme 1: Health and wellbeing

Core Theme 2: Relationships

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

By the end of primary school, pupils will have been taught content on: (refer to appendix 1 for full content)

• Families and people who care for me

• Caring friendships

• Respectful relationships

• Online relationships

• Being safe.

Curriculum Links

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and health education will be linked to the following subjects in particular:

• Science – pupils learn about the main external parts of the body and human life cycles.

• Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

• Circle time - Gives pupils the opportunity for discussion and listening to other people views and opinions

• PSHE – pupils learn about respect and difference, values and characteristics of individuals.

Assessment

As with any learning, the assessment of pupils' PSHE and RHE is important as it enables the teacher to gauge individuals' progress. Pupils have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways, including: - class discussions, group work, questionnaires / surveys, and peer assessment.

Pupil voice will also be used to inform future planning for PSHE and RHE, to ensure it is both relevant and effective.

Monitoring and Evaluation

The PSHE subject leader will monitor delivery of PSHE with teaching staff to ensure consistent and coherent curriculum provision including -

• Self-evaluations

• Lesson observations

• Review of Curriculum Progression assessment documents

• Learning walks

• Lesson planning scrutiny

Consultation & the Role of Parents & Carers

The school is aware that the primary role in children's Relationships and Health Education 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, trust and co-operation. Similarly, we also understand how important parents/ carers' views are in shaping the curriculum. In promoting this we:

• Will consult and inform parents/carers about RHE through the school prospectus, letters and school website.

- Inform parents about our school's Relationships and Health Education policy and practice.
- Answer any questions that parents may have about the Relationships and Health Education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Health Education in our school.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child/ parent. If the staff member is concerned, they must discuss the matter with Designated Safeguarding Lead, Parent/Carer if appropriate and always follow the schools safeguarding policy.

All questions will be handled sensitively, and consideration will be given to religious or cultural factors, and to parents' wishes before questions are answered.

Language

At Banks Lane Infant & Nursery School we believe it is important that acceptable and unacceptable terminology is clarified and after initial discussion, correct biological terms will always be used for teaching.

Teaching children common terminology to describe genitals is important in relation to safeguarding. This aspect of teaching may link with elements of the Science curriculum around naming body parts. It also links to the following Relationships Education outcome: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Right of Withdrawal

Relationships and Health Education are statutory at primary school and there is no right to withdraw from these subjects. It is important for all children to be taught the content on such essential matters like friendships and keeping safe both on and offline.

As sex education is not statutory at primary level (other than what is taught as part of the science curriculum), parents / carers have the right to request to withdraw their child from all or part of the sex education curriculum.

Before considering this option, we would always encourage parents to come and talk to us.

For more information, please go to https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools)

The Role of External Agencies

The school may liaise with external agencies to support and compliment the schools PSHE/RHE programme of study. All agencies will be aware of the schools policies and procedures and their role within them.

Any matters reported by visitors will be dealt with in line with the our Safeguarding Policy
We ensure that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

Review

• The policy will be reviewed annually.

• The policy will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

• The governing board is responsible for approving this policy.

• Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Headteacher   Mrs E J Newson

Chair of Governors   Mrs L Chadbourne

Policy Review Date   March 2023

Relationships Education

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security, and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy
Caring Friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative, or destructive. • the importance of permission-seeking and giving in relationships with friends, peers

	and adults
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Appendix 2 Overview of scheme of work

Reception	Making friends Working in a group How I am the same/different to other people.
Year 1	Feelings; naming feelings; recognising own qualities Friends; Making new friends; Losing friends/making up: What makes a good friend? Growing up; Belonging to different groups; Young and old; Naming body parts; Needs of a baby; Being unique Safety; When it is safe/unsafe to keep a secret; Stranger danger; Saying no; Asking for help.
Year 2	Feelings; naming & managing feelings; Knowing things that cause different emotions; Wo is special to me? Friends and family; Making choices, special people; Different types of families; Similarities and differences in people. Naming body parts, including correct terminology (penis/vagina). Know that animals reproduce and that that young animals become adults; Boys and girls can do the same things. Safety; safe/unsafe touches; Stranger danger.