



## Whitehall Nursery and Infant School

### RELATIONSHIPS & HEALTH EDUCATION POLICY

This policy should be read in conjunction with: Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers

#### **Rationale**

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. Our pupils can 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 our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves, as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

It is a legal requirement to teach Relationships and Health Education at primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subject

#### **POLICY DEVELOPMENT AND CONSULTATION**

The policy has been developed through consultation with our governors and staff (initially in 2020) and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding

#### **Relationships and Health Education**

There are five compulsory areas of learning:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

At Whitehall Nursery and Infants understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

Relationships and Health Education **does not include teaching about sex** (and the schools policy on that subject is explained further below)

### **Aims and Objectives of this policy and the relationships education curriculum:**

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually
- Relationship Education provides a foundation for further work **at junior** and secondary school
- To help young people to respect themselves and others
- To support pupils through their physical, emotional and moral development
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene
- To help pupils understand the significance of marriage and stable relationships and its importance for family life. This will be done sensitively so that there is no stigmatisation of any child's based on their home circumstance or parents life choices.
- To help pupils move more confidently and responsibly into and through adolescence
- To help pupils to understand a range of views and beliefs about relationships
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs
- (Any other aims and objectives)

### **MORAL AND VALUES FRAMEWORK**

The Programme will reflect the school philosophy and ethos to encourage the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

### **CONTENT OF PROGRAMME**

#### **PRIMARY**

- Outline how Relationships and Health Education is provided to support personal, social and emotional well-being

- Our Relationship and Health Education curriculum has been developed through progressive units beginning from Nursery to Year 2 (Please see overview below)

## SEX EDUCATION

The school has decided that the only teaching that it will provide about sex education is that which is included in the National Curriculum for Science in KS1. This means that In Year 2, children will learn that animals, including humans, have offspring that grow into adults. They will be introduced to the concepts of reproduction and growth, but not how reproduction occurs. Parents do not have a right to withdraw their child from these science lessons.

## ORGANISATION AND METHODS OF TEACHING

### Planning and delivery of programme

- This scheme of work has been planned by school staff and supporting external agencies
- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected
- Resources used have been selected and are appropriate for each year group and enhance the learning

Overview of Mandatory requirements Where are themes taught?						
Relationship Education			Health Education			
Year Group	Relationship	Safety On and Offline	Families	Mental Wellbeing	Health Prevention	Changing Bodies
1	*		*	*		
2	*	*	*	*		

## AREAS OF RESPONSIBILITY:

### Head Teacher and Governors

- Ensure the framework is followed
- Ensure that this policy is made available to parents
- When developing and amending this policy, work with parents and listen to their views

### Teaching Staff

- Implement this policy with the guidance of senior leaders in the school
- Ensure that the policy is followed in applied practice
- Liaise with the governors on the teaching of RHE and (Sex Education) in school as required
- Liaise with parents and feedback any concerns, following the school's usual procedures
- Respond to the needs of pupils, following the school's usual procedures

## SPECIFIC ISSUES

### Confidentiality

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

### **Answering Difficult Questions**

- If a pupil/student asks a difficult question during a whole class session, staff will be expected to answer honestly and factually
- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery.
- Pupils' questions will be answered according to their level of maturity and understanding. If it is considered necessary, these questions and the answers given will be shared individually with the parents of the child.
- Teachers will focus heavily on the importance of healthy relationships .
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern

### **WORKING WITH PARENTS**

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role.

On an annual basis parents will be consulted when this Relationship and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with the Head Teacher or Deputy Head Teacher.

### **PARENT WITHDRAWAL**

Parents ***do not have the right to withdraw from Relationships and Health Education lessons.***

Any complaints will be addressed through the school's complaints procedure.

### **Other related documents & policies**

- Cross reference to other related policies,
- Education Act 2002 • Keeping Children Safe in Education 2019
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- OFSTED School Inspection Handbook 2019
- Relationship & Health Education Statutory Guidance 2019 (DfE)
- United Nations Convention on the Rights of the Child

### **EQUAL OPPORTUNITIES/INCLUSIVITY**

The school's Relationships and Health [and sex] Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

### **MONITORING AND EVALUATION**

This policy will be managed by the PSHE Coordinator/Science Coordinator and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board. The policy will be reviewed annually.

**DISSEMINATION OF THE POLICY**

This policy will appear on the website. Parents will be supplied with a full copy on request. The policy will be communicated to all staff and governors.

**RATIFIED BY**

PSHE Lead ..... DATE .....

Head Teacher/ Principal .....

Governor .....

REVIEW DATE ..... (Annually)