



Relationships, Sex and Health Education (RSHE) Policy

**To be reviewed three yearly
Chair of Governors, Sue Nelson**

Signed

Introduction

Relationships sex and health education (RSHE) is life long learning about the characteristics of positive relationships through physical, moral and emotional development enabling children to lead healthy and fulfilling lives in adulthood. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSHE education is delivered within the school's Personal Social Health Education curriculum (PSHE).

Legislation

Sex and Relationship Education is compulsory in primary schools from September 2020. Primary schools are already required to teach the elements of sex education contained in the science National Curriculum (2014). The RSHE policy has due regard for the Equalities Act 2010 and schools: Departmental advice, which states that it is unlawful for a school to discriminate against a pupil by treating them less favourably because of their: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics). Section 405 of the Education Act 1996 states that parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the Early Years Foundation Stage or the National Curriculum. At EPIS, we do not teach content that is outside of the statutory guidance.

East Preston Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 5 – Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up so that they can enjoy their rights properly.

Article 9 – Children must not be separated from their parents unless it is their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 18 – Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

At East Preston Infant School, the staff and governors believe that RSHE should be one that:

- Promotes the spiritual, moral, cultural, mental and physical development of the pupils to the best of their ability.
- Prepares pupils for the opportunities, responsibilities and experiences of life.
- Provides children with age appropriate information.
- Explores attitudes and values, develops skills in order to empower children to make positive decisions about their health related behaviour.
- Develops a foundation for further learning.

Our aims for RSHE are:

- To develop and maintain positive relationships.
- To present facts in an objective, sensitive and balanced manner.
- To provide knowledge about loving relationships and the process of human reproduction.
- To prepare pupils to view their relationships in a responsible and healthy manner.
- To encourage pupils to appreciate the value of stable family life, marriage/partnership and the responsibilities of parenthood (families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures).
- To help pupils to consider the importance of self-restraint, dignity, respect for themselves and others, as well as loyalty and fidelity.

Our objectives of RSHE are:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/ reinforce existing knowledge.
- To raise pupil's self-esteem and confidence, especially in their relationships with others.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier, safer lifestyle.
- To develop and use communication and assertiveness skills to cope with the influences of their peers by affirming their rights, to be able to resist unwanted touch or advances and talk about such matters openly.
- To respect and care for their bodies.

Our RSHE programme will:

- Provide information, which is easily understood, relevant and appropriate to the age and maturity of the pupils. Generating an atmosphere where questions and discussion on physical and sexual matters can take place without embarrassment.
- Be delivered through a cross curricular approach, linking with subjects such as: Science, RE, PSHE/Citizenship (using 3D PSHE), PE, literacy activities, circle times and assemblies.
- Be delivered by the class teacher, sometimes working together with support staff, such as the School Nurse and other relevant agencies.
- Promote self-esteem and emotional health and well-being in order to support children in forming and maintaining worthwhile relationships based on respect for themselves and for others, at home, at school, in preparation for work and in the community.
- Be delivered using language that ensures children understand correct terminology for behaviour and external body parts.
- Offer opportunities for discussion and questions that arise should be answered age appropriately.
- Enable teachers to deal with explicit questions in an agreed manner in line with the RSHE policy.
- Use age appropriate resources that promote equal opportunities (relevant to boys and girls, addresses diverse needs including culture, faith, disability and orientation).
- Work within the school's safeguarding procedures, which teachers are to refer to these if concerns arise.

Our Teaching Programme for RSHE

We have a commitment to ensure that our programme is relevant to all children and is taught in a way that is age and stage appropriate. Activities will be differentiated according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used to deliver the Early Years 3D PHSE for Reception children and the 3D PHSE programme for Key Stage 1 children. In this school we do not teach aspects that are outside of the statutory curriculum.

As part of the Early Years Foundation Stage (EYFS), children will learn about the concept of male and female and about young animals. In ongoing PSHE/ Citizenship work they develop skills to form friendships and think about relationships with others.

As part of the KS1 Science National Curriculum, pupils will be taught to notice that animals, including humans, have offspring, which grow into adults. Pupils will be introduced to the processes of reproduction and growth in animals. The focus will be on questions that help pupils to recognise growth; they are not expected to understand how reproduction occurs.

Content

The Early Years and KS1 3D PHSE programmes have three main themes; Health and Well-Being, Relationships and Living in the Wider World. Each are covered in increasing depth as the child moves through Reception and KS1 (see separate Curriculum Overview).

Staff Training

Training is given to all staff including:

- Support in planning and delivering the RSHE curriculum, including the sharing of resources.
- Establishing 'ground rules' to help create a safe environment of mutual trust and respect in order that professional boundaries are maintained.
- Protocols for dealing with explicit questions.
- Dealing with children's disclosures.

Specific issues:

- Parental consultation

The school aims to build a positive and supporting relationship with the parents through mutual understanding, trust and cooperation. Provision for Relationship, Sex and Health Education is inclusive of all pupils and consistent with the equalities duties. Any request by parents to discuss this policy or any comments as to how the information is received by the children would be useful in informing future planning and adapting the policy in the future. If parents have any questions regarding the content of the curriculum they should discuss these with the class teacher.

- Safeguarding / Child Protection / Confidentiality

Teachers need to be aware that effective relationship, sex and health education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection/ safeguarding issue. When there is a concern, the staff member will inform the Head Teacher/ Designated Safeguarding Leads in line with the LEA procedures for child protection/ safeguarding. A member of staff cannot promise confidentiality if concerns exist.

- Inappropriate / explicit language or behaviour used by a pupil

If a pupil is displaying inappropriate sexual knowledge, the member of staff should record the issue and discuss the matter with the Head Teacher/ Designated Safeguarding Leads. The parents should be informed, unless there are child

protection issues that would make this inappropriate. In such a case the matter should be discussed with the Head Teacher.

- Special Educational Needs and Disabilities (SEND)

Where necessary, personalised support may be required to enable pupils with SEND to access the RSHE curriculum at their stage of learning.

- Explicit questions

As with any topic, children will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of sessions, children will be reminded that personal questions are not appropriate. They will also be encouraged to use the 'question box'. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class if it is outside of the curriculum content. Teachers may feel that it is not appropriate to answer some questions in front of the whole group, the teacher will then take time to talk on an individual basis about the question, and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- Sharing with a parent when an explicit question has been asked, in order for it to be discussed.
- If a question is personal, the teacher will remind pupils of the ground rules and may signpost the family to other agencies, such as, a counsellor, school nurse, help line etc
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and use the school's safeguarding procedures to address concerns

This policy is linked with the following policies:

- PSHE & Citizenship
- Equal Opportunities
- Safeguarding / Child Protection
- Confidentiality
- Positive Behaviour
- Anti-Bullying
- E-safety
- Health and Safety
- Special Educational Needs and Disability (SEND)
- Drugs and Substance Misuse Education

- Assessment
- Parent/Carer and Voluntary Helpers Booklet

Monitoring and Evaluation

Monitoring of RSHE is the responsibility of the PSHE co-ordinator. The PSHE co-ordinator will assess the effectiveness of the aims, content and methods in promoting children's RSHE learning through lesson observation, sampling teachers' planning, questionnaires to teachers and children, pupil conferencing and feedback from parents.

The child's annual report to parents will include a section on Personal, Social and Emotional Development in EYFS and Personal, Social and Health Education development in KS1.

Any changes to the RSHE curriculum will be reflected on the school's website.

RSHE issues will be included in the induction programme for all new members of staff.

This policy will be reviewed by the PSHE co-ordinator, consulted with parents, staff and reviewed by the full Governing Body every three years.

Curriculum Overview

EYFS 3D PHSE is used to support our curriculum in EYFS (Reception). 3D PHSE is used to support our PHSE curriculum in Key Stage 1 (Year 1/2). The 3 main strands of Health and Well-Being (**green**), Relationships (**red**) and Living in the Wider World (**blue**) are delivered via the following units:

| | Reception | Year 1 | Year 2 |
|----------|---|---|---|
| Autumn 1 | <p>Settling in – routines of using the toilets/changing for PE/hand washing</p> <p>RRS – High five Class Charter</p> <p>Taking Turns and sharing Stick to the rules (3D PSHE)</p> | <p>Emotions – Happiness/Anger/Love/ Aspirations/Mental health/Self-esteem/Body confidence</p> <p>Rules & Responsibilities – Taking Turns/Lending & Borrowing/Sharing</p> <p>NSPCC ‘Pantosaurus’</p> | <p>Keeping Safe – Sun Safety/Water Safety</p> <p>Communities – Our School/Personal space & Privacy/Inclusive behaviour</p> <p>Rules & Responsibilities – Lending & Borrowing/Sharing NSPCC ‘Pantosaurus’</p> |
| Autumn 2 | <p>Caring for others Changes from baby Managing our feelings Re-cap routines of using the toilets/changing for PE/hand washing</p> <p>NSPCC ‘Pantosaurus’</p> | <p>Bullying – Definition/ Self-esteem/Body confidence</p> <p>Changing & Growing – Emotions</p> <p>NSPCC ‘Pantosaurus’</p> | <p>Keeping Safe – Drug Safety/Rail Safety</p> <p>Changing & Growing - Emotions</p> <p>Bullying – Unkindness/Behaviour 1 & 2/ Self-esteem/Body confidence</p> |
| Spring 1 | <p>Doing a good deed (Topic Cycle 2) Clean and Tidy (3D PSHE) RRS-Class Charter</p> <p>Being helpful (Topic Cycle 2) Caring for animals Caring for each other</p> | <p>Fairness – Kindness/Definition/Respectful behaviour</p> <p>Money & Finance – Money 1</p> <p>NSPCC ‘Pantosaurus’</p> | <p>Money & Finance – Money 2</p> <p>Communities – Local Citizenship 1 & 2</p> |
| Spring 2 | <p>What do animals need to help them live? (Topic Cycle 1) Looking after our environment - both Litter lesson</p> <p>NSPCC ‘Pantosaurus’</p> | <p>Keeping Safe – Road Safety/Personal Safety/Emotional Safety/Rail Safety</p> <p>Healthy Lifestyle – Healthy Eating</p> <p>Rules & Responsibilities – Caring</p> <p>Money & Finance – Money 2</p> <p>NSPCC ‘Pantosaurus’</p> | <p>Communication – Responses/Opinions/ Co-operation 2 & 3</p> |
| Summer 1 | <p>Following the rules outside of school- sun safety / keeping healthy beach school</p> <p>Road safety People who help us (Topic Cycle 1)</p> <p>Hygiene and healthy eating (Topic Cycle 2)</p> | <p>Hygiene – Dental Hygiene</p> <p>Family & Friends – Friendship 1/Friendship 4/Family 2</p> <p>Communities – Belonging 1/Prejudiced behaviour</p> <p>NSPCC ‘Pantosaurus’</p> | <p>Emotions – Sadness/Consequences/Self-esteem/Body confidence</p> <p>Fairness – Behaviour/ Right & Wrong/Teasing /Fair & Unfair/Comparisons</p> <p>Family & Friends – Friendship 3</p> |
| Summer 2 | <p>Transition</p> <p>NSPCC ‘Pantosaurus’</p> | <p>Changing & Growing – Responsibility/The Human Body</p> <p>Healthy Lifestyle - Exercise</p> | <p>Hygiene – Washing Hands /Keeping Clean/Skin</p> |

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| | | Communication – Feelings/Co-operation 1 Family & Friends - Family 2 Transition – Rules & Expectations NSPCC ‘Pantosaurus’ | Healthy Lifestyle – Healthy Eating 2 & 3/Physical Activity 1 & 2 Changing & Growing – The Human Body/ Growing Up/ Self-esteem/Body confidence Healthy Lifestyle – Healthy Eating 2 & 3/Physical Activity 1 & 2 Transition – Rules & Expectations |
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In the Foundation Stage children are taught the importance of developing a positive sense of themselves, make relationships, develop self-confidence and self-awareness, manage their feelings and appropriate behaviours.

In KS1 life cycles and growth in people, plants and animals, identification of the main body parts, and where relevant associated senses, is covered within the Science curriculum. E-safety is also covered in Computing sessions.

We will not be teaching content outside of the statutory guidance and will not be using vocabulary that refer to genitals etc.