

Hook Infant School

Relationships and Health Education Policy

This is the policy of Hook Infant School for Relationships and Health Education (RHE), approved by Hook Infant School Governors/Trustees on 12th May 2021 following a consultation in March 2021 with parents and carers.

Hook Infant School identify the teaching and learning of Physical, Social and Health Education (PSHE) and Relationships, Sex and Health Education (RSHE) under the umbrella title of Relationships and Health Education (RHE) within the school.

From September 2020 schools in England are required under new curriculum guidance to teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new Key Stage 1 curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new Key Stage 1 curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.
- The national curriculum for Key Stage 1 science includes subject content in relation to sex education such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

This relationships education policy covers how relationships education and health education is delivered and supports legal requirements relating to the following:

- The Department for Education *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*.
- *The Children and Social Work Act 2017*.
- *The Equality Act 2010*.
- *The Education Act 1996*.
- *Statutory guidance, Keeping Children Safe in Education 2020*.

The following school policies are also relevant to this Relationships and Health Education policy:

- Safe-guarding
- Spiritual, moral, social and cultural development
- British Values
- Drugs Education
- Sex and Relationships Education
- Science
- Collective Worship
- Behaviour
- Anti-Bullying
- Confidentiality Policy

**Definition***

RHE in Hook Infant School supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RHE is enhanced by a supportive school ethos of 'Every child, Every day, Every future' where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Aims

The aims of our RHE programme are to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

An effective programme of RHE requires support from the whole school community and the following people have specific roles and responsibilities:

Governors

- Oversee the effective programme of the school in complying with Government Guidance and responsibility for RHE.

Headteacher

- Overseeing the development and delivery of RHE.
- Providing staff with the opportunity to contribute to the development of RHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.

Subject leader

- Leading the development and delivery of effective RHE.
- Keeping up-to-date with the development of RHE.
- Supporting colleagues as required.
- Monitoring and evaluating RHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RHE.

All staff

- To understand and implement the policy of RHE.



- To teach RHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Curriculum organisation*

Hook Infant School adopts the following approaches to organise the curriculum to ensure high quality delivery of RHE:

- RHE is covered as part of a wider programme of PSHE education across the school.
- Lessons are delivered weekly.
- Lessons are usually 40 - 45 minutes long to allow children to explore topics and reflect on their learning.
- Focus days, visits and visitors are used to support and enhance the curriculum.
- Cross-curricular learning including science, PE and topic-based learning in the classroom are linked through subject planning.
- Assemblies and whole school opportunities are used to enhance the curriculum.
- Training has been provided to all staff for the RHE curriculum by the subject leader.

Teaching and learning

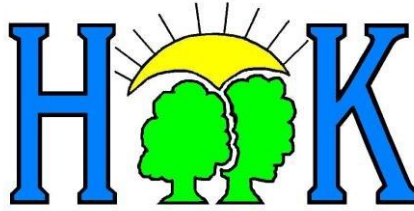
RHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

Curriculum content

Long term planning

Hook Infant School has chosen to use guidance from the PSHE Association alongside our Hart Cluster School working group to provide full curriculum coverage, including all the statutory content, for each year group. Year teams provide weekly lessons for RHE through a range of the following opportunities: PSHE focus lessons, whole school and collective worship, Family Group and Wellbeing sessions, outdoor learning and trailblazer opportunities, P4C, regular circle time as well as class KOT discussions. Within the Early Years curriculum, the same themes are taught and revisited regularly, as well as following the whole school focus.



Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

The school chooses resources based on the following criteria:

- Diversity
- Differentiation of ability
- Supporting and promoting EAL
- Presenting and promoting cultural knowledge

Visitors

Visitors to the school enhance our children's learning and are selected in liaison with the Headteacher and subject leader. The following is used as a guide for the use of visitors:

- Visitors are used to enhance the lessons delivered by the class teacher and information on where a visitor fits into the relevant school planning will be shared with the visitor.
- The school will make visitors aware of the school policy for RHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

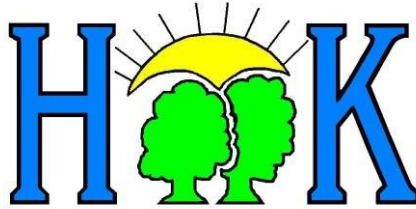
Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without.

The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

**Right to withdraw from sex education***

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education as taught in Key Stage 1 at Hook Infant School.

No sex education is taught outside of the science national curriculum as outlined below:

- The national curriculum for Key Stage 1 science includes subject content in relation to sex education through the teaching and learning of life cycles and such as recognising and naming the main external body parts; the changes to the human body as it grows from birth to old age; and reproduction in some plants and animals.

As agreed in consultation with staff, parents and carers.

Safeguarding

RHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. All adults will follow the school safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher will discuss with the designated safeguarding lead (DSL) any potentially sensitive topics. Additional support for children will be provided if required.

Staff will consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Support

Children will be informed that support is available to them if they are worried about anything raised in a lesson. This may include the first contact of the class teacher and LSA, all other members of staff including the SEND team and our Designated Safeguarding Leads Mrs Walker and Mrs Hannan. Phone numbers and information such as National agencies including Childline are displayed around the school.

Monitoring and evaluating*

The headteacher and subject leader will be responsible for monitoring and evaluating RHE in line with other subjects. Monitoring and evaluating will include:

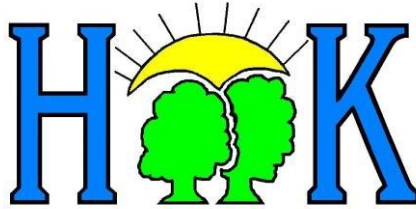
- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RHE policy will be available to read and download from the school website. Copies can be requested from the school office.

**Review***

This policy will be reviewed every three years.

Approved by the Governing Body, Hook Infant School

Signed *A Collier*
Chair of Governors

Date 12 May 2021

Date for Review: May 2024

Sections marked with an asterisk * are required by law.

Glossary:

DSL - Designated Safeguarding Lead

EAL - English as an Additional Language

KOT - Keep On Talking

LSA - Learning Support Assistant

P4C - Philosophy for Children

PSHE - Physical Social and Health Education

RHE - Relationships and Health Education

RSE - Relationships Education, Relationships and Sex Education

RSHE - Relationships, Sex and Health Education

SEND - Special Educational Needs and Disabilities