

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 on 19th March 2025 following a consultation with parents and carers.

What is Relationships Education?

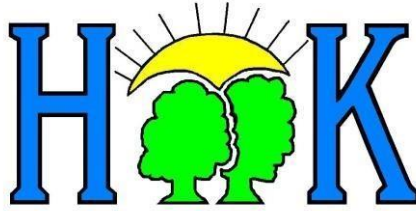
Relationships Education promotes equal, safe, positive and enjoyable relationships. It is taught in a way that proactively fosters values, attitudes and behaviours in line with the Equality Act 2010. It is compulsory in all primary schools in England.

In order for children to embrace challenges of creating a happy and successful life they need to gain knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. At Hook Infant School, the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. Relationships Education creates an opportunity to teach children about positive emotional wellbeing and mental health, including how friendships can support mental wellbeing. It is a lifelong process that begins long before children start school and we aim to build on the foundations laid within the family and home.

Safeguarding is at the heart of teaching Relationships Education. Children need to know and understand how to keep themselves safe, know how to access support and know how to raise concerns.

Aims

- The aims of Relationships Education are to put into place the building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online.
- Science and Health Education sits alongside Relationships Education and we aim to enable children to develop the essential understanding of how to be physically and mentally healthy.
- We aim to teach children the medically correct language to name parts of the body.
- We aim to teach children what a relationship is, what a friendship is, what family means and who are the people in their lives who can support them.
- We aim to teach children to take turns, how to treat each other with kindness, consideration and respect, understanding of other faiths and beliefs, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- Teaching about mental wellbeing is central to Relationships Education and we aim to give high priority to children's mental wellbeing during their time at Hook Infant School.
- We aim to help children develop their understanding of personal space and boundaries, to show respect and to understand the differences between appropriate and inappropriate or unsafe physical touch. This will include how to manage appropriate contact whilst on line.



- Safeguarding all children in our school is the most important aspect of what Hook Infant School does and we aim to teach children the knowledge they need to recognise and report abuse.

Statutory Requirements

As a maintained school, we must provide Relationships Education to all pupils as per section 34 and 35 of the Children and Social Work Act 2017.

In teaching Relationships Education, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Reference has also been made to the Keeping Children Safe in Education document: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The statutory guidance for RSHE has been followed:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

At Hook Infant School we teach Relationships Education as set out in this policy and identify the teaching and learning of Personal, Social and Health Education (PSHE), Relationships and Health Education (RSHE) and Wellbeing and Mental Health under the umbrella of RHE (Relationships and Health Education) within our school.

How this policy was developed

This policy was written by the school PSHE Lead and developed in consultation with parents, teachers and governors at Hook Infant School.

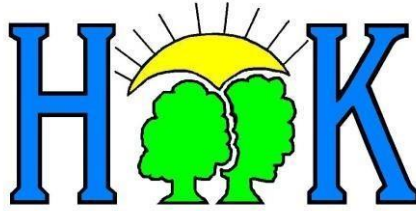
We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all pupils. It has been approved by the school governing body.

We acknowledge that under the Education Act 2002 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social and Health Education provision.

How Relationships Education (RHE) and Personal, Social and Health Education (PSHE) is delivered:

At Hook Infant School we use the Coram Life Education programme SCARF which is based on the core values of safety, caring, achievement, resilience and friendship. SCARF provides a comprehensive scheme of work for Relationships Education (RHE) as well as Personal, Social and Health Education (PSHE) and covers all of the DfE's statutory requirements for Relationships Education and Health Education. It also covers the learning opportunities within the PSHE Association's Programme of Study, therefore providing for elements such as the rights of the child, caring for the environment, economic education, and children's spiritual, moral, social and cultural (SMSC) education, including fundamental British Values, which are statutory requirements. An overview of SCARF can be found on our website.

We follow the six suggested half termly units provided by SCARF for each year group and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. Year group leaders and class



teachers consult as part of our planning, to ensure all pupils needs are considered and fed into the planned programme. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons for class teachers.

Our PSHE subject lead works in conjunction with teaching staff in each year group and the phase leads (EYFS and Key Stage 1) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support will contact the PSHE subject lead in the first instance to discuss their training needs.

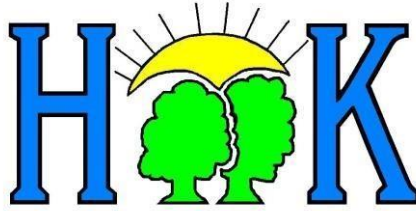
We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher in accordance with our school assessment procedures.

How Relationships Education (RHE) and Personal, Social and Health Education (PSHE) is taught:

PSHE lessons are taught by their class teacher usually once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and circle time. To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment for all lessons or topics. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our school website. Whilst teaching Relationships Education, we ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

Pupils with disabilities and other additional vulnerabilities may need adaptation, additions, or repetition to ensure that all pupils receive age-appropriate content which also takes account of a pupil's maturity and developmental needs. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the SCARF education programme. SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education. When teaching Relationships Education, the religious background of all pupils is considered when planning teaching, so that the topics included in the core content are appropriately handled, complying with relevant provisions of the Equality Act 2010 under which religion or belief are among the protected characteristics.



The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it is strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-class activities.

Key Stage 1 :-

The SCARF programme divides the year into 6 themed units:

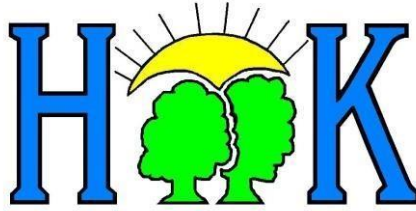
1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe;
4. Rights and Responsibilities: learning about money, living in the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own firsthand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside, then collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within the National Curriculum for Science the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. Within Key Stage 1 children are taught medically correct names for parts of the body, including external male and female genitalia. These lessons are taught later in the academic year so that classes are established and teachers are familiar with the pupils in their classes. If a child asks a direct question or talks about material that a teacher feels is inappropriate for the lesson, they would be gently told that it is not part of the class lesson. As a school we acknowledge that families discuss aspects with their children at different ages and this will be respected.

Roles and responsibilities The Governing Body

The Governing Body will approve the Relationships Education Policy, and hold the Headteacher to account for its implementation.



The Headteacher

The Headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils.

Teachers

Teachers are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils. Teachers do not have the right to opt out of teaching Relationships Education.

Teachers who have concerns about teaching Relationships Education are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

Monitoring and Evaluation

The PSHE Lead will monitor and evaluate the planning and teaching of the school's Relationships Education (RHE) and Personal, Social and Health Education (PSHE) curriculum, through scrutiny, lesson observations and regular discussion and feedback with Year Teams and individual teachers.

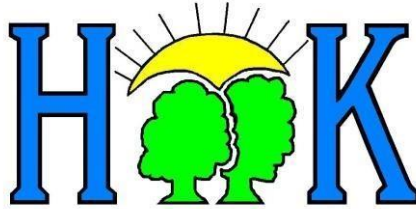
It is the responsibility of the Headteacher to ensure that staff and parents/carers are informed about the school's Relationships Education Policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that staff are given sufficient training, so they can teach effectively and handle any difficult issues with sensitivity.

In accordance with the Education Act 1996, the Governing Body will ratify the school's policy for Relationships Education and it will be published on the school website.

The Relationships Education Policy has clear links with other school policies aimed at promoting children's SMSC development, including our Equality objectives, Safeguarding Procedure and Guidance, Child Protection Policy, Health and Safety Policy, Anti-Bullying Policy, Online Safety Policy, Special Educational Needs Policy, Drugs Education Policy and our Behaviour Policy. These can all be found on our website.

Working with Parents/Carers in the Wider Community

At Hook Infant School we believe that the role of parents/carers in the development of their children's understanding about relationships is vital. We aim to work closely with parents/carers.



Each year as part of the New to Year 1 and New to Year 2 meetings for parents/carers we will be informing parents of different themes being taught and when they will occur in the school year. The PowerPoint used during this meeting will be made available on the school website.

When lessons with 'sensitive themes' are being taught, parents will be made aware through the relevant year group parent mail or the weekly school newsletter.

The school has an open-door policy and parents/carers are welcome to discuss our Relationships Education teaching with their child's class teacher, the PSHE Lead or the Headteacher. As a school we are aware that our children come from many different types of families and this will be acknowledged with sensitivity and respect at all times.

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education. At Hook Infant School Relationships Education is delivered through our SCARF PSHE programme. This only includes the statutory aspects of Relationships Education.

Reviewed and Revised: 19th March 2025

Approved by the Governing Body, Hook Infant School

Signed *Alison Collier*

Chair of Governors

Date for Review: March 2028