

# **Relationships Education and Health Education Policy (R&HE)**

## **Combined with Personal, Social, Health and Economic Educations (PSHE)**

### **Newton Hall Infants' School**

**This policy has been updated in line with current DfE Relationships Education,  
Relationships and Sex Education and Health Education statutory guidance 25<sup>th</sup> June  
2019**



Date policy reviewed	<b>September 2023</b>
Next review date	<b>September 2024</b>
Approved by:	<b>Full Governing Body</b>
Head teacher	<b>Mrs L Frazer</b>
Governor	<b>Mrs A Hall</b>

## **Primary Relationships, Sex Education & Health Education Policy Guidance**

### **1. This policy was developed in response to:**

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Guidance, 2018
- Transforming Children and Young People’s Mental Health Provision Green Paper (July 2018)

This policy should be read in conjunction with:

- E-safety/Online Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy

### **2. The engagement and consultation process has involved:**

- Review of RSHE curriculum content with staff and pupils
- Engagement with parents
- Consultation with wider school community e.g. school nurse, Education Durham, Blue Coat CofE (Aided) Junior School
- Consultation, agreement and implementation of policy by school governors

**This policy has been developed regard to the DfE Relationships Education, Relationships and Sex Education and Health Education guidance 2019. Taking into consideration changing adolescent bodies which schools have a requirement to teach and strongly links with RSE.**

### **Curriculum Intent**

#### **3. Define your RSHE Programme**

**Relationships Education** is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

**Relationships and Sex Education (RSE)** is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and

loving relationships both on and offline, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes.

### **Health Education – Physical Health and Mental Wellbeing**

The focus in primary should be on teaching the characteristics of good physical health and mental wellbeing.

There should be a clear progression of what is **Relationships Education, Relationships and Sex Education and Health Education (RSHE) at primary school** through to RSHE in secondary school.

Personal, Social and Health Education covers most of the content above and in addition, provides our pupils with a broader understanding of healthy, happy lifestyles, fostering skills and knowledge to support them in the modern world.

## **4. Principles and Values –**

In addition, Newton Hall Infants' School believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. Family is a broad concept; not just one model, e.g. children living with blended families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any family structure. The important values are love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

**RSHE (and PSHE within) has three main elements:**

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- learning about the nurture of children.
- Learning the value of and demonstrating respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.

- The importance of permission seeking/consent and giving, in relationships including online with friends, peers and adults.
- challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, peers and adults, interacting online.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

### **Knowledge and Understanding**

- Should know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact
- learning about personal health, emotions and relationships
- learning about where to go for help or advice in school

## **5. Aims and Objectives**

The aim of RSHE at Newton Hall Infants' School is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- Understand seeking permission and consent
- develop awareness of challenging sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

## **6. Roles and Responsibilities**

- Mrs L Frazer – Headteacher
- Mrs A Hall – Special Interest Governor
- Mrs E Goddard – Subject Lead

- Mrs L Frazer – Safeguarding Lead
- Mrs S Lawson- Computing Lead

## **7. Organisation and Content of RSHE including WHOLE SCHOOL agreed approaches**

Newton Hall Infants' School specifically delivers RSHE through its PSHE Programme (Jigsaw), RE and Science lessons at foundation stage, and KS1.

Class teachers generally deliver the core content. School staff are usually the best people to work with the pupils on many of the RSHE topics as they are aware of each pupil's individual circumstances and can adapt the content structure and learning activities to support pupil need.

Any RSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information.

At Newton Hall Infants' School all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are penis, testicles, vulva, vagina and anus.

## **8. Planning:**

### **Long Term Planning**

Our planning Framework is based around Jigsaw which has 6 Puzzle Pieces each year. Within each Puzzle Piece work is differentiated for each year group so that there is a spiral curriculum with knowledge and skills building year on year as children progress through the school.

The six Puzzle Pieces are

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

This means that we can fully meet our requirements to teach Relationships, Education and Health Education with a broader curriculum for Personal, Social, Health and Economic Education.

### **Medium Term Planning and Resources**

**Class Teachers:** The class teacher uses the MT planning provided by Jigsaw to structure the sequence of individual lessons across each half-term.

### **Curriculum Impact**

#### **9. Assessment and Learning**

Assessment is an ongoing process within quality teaching and learning.

Formalised assessment and any recording is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes linked to a successive – outcomes from long term and medium term planning.

#### **10. Inclusion**

##### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

##### *Pupils with Special Needs*

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking

#### **11. Working with parents/carers and the wider community**

Here at Newton Hall Infants' School we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

#### **12. Right to be excused from Sex Education**

Parents have the right to withdraw their children from some or all of the sex education that goes beyond the national curriculum for science. There is no right to withdraw from Relationships Education or Health Education. Alternative arrangements and purposeful education would need to be made in such cases. Parents should be encouraged to discuss their concerns and / or decisions with the Headteacher at the earliest opportunity. The Headteacher/RSHE lead will document the process and outcome. Parents/carers are welcome to review any RSHE resources the school uses and encouraged to ask questions to gain clarity when needed.

#### **11. Safeguarding reports of abuse and confidentiality**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class/group agreement.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead. (Mrs L. Frazer)

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

*These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'*

## **12. Monitoring and Evaluation of RSHE**

It is the responsibility of the Headteacher / Subject Lead to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.