

# CHAUCER INFANT AND NURSERY SCHOOL

*Embark Multi Academy Trust*



## Relationships and Health Education Policy June 2023

Agreed by Governing Board on..... (Date)

Signed..... (Chair)

To be reviewed.....

# Relationships and Health Education (RHE) Policy 2023

At Chaucer Infant and Nursery School we believe that an effective Relationships and Health Education Policy (RHE) is essential to enable children to make responsible and informed decisions about their lives.

## Why Do We Teach Relationships and Health Education?

Our Chaucer Infant and Nursery School RHE Policy is in line with current regulations from the Department of Education (DfE) on Relationships Education and Health Education (2019). Relationships Education and Health Education are taught in this school as statutory subjects.

Relationships and Health Education make a significant contribution to our school's legal duties to:

- Prepare children for the opportunities, responsibilities and experiences of adult life
- Promote the spiritual, moral, social cultural mental and physical development of pupils

*It is taught in the context of the four core beliefs of the Embark Academy Trust:  
**Family, Integrity, Teamwork and Success.***

Relationships and Health Education is defined by the PSHE Association as; 'learning about the emotional, social, cultural and physical aspects of growing up, relationships, human sexuality and sexual health, diversity and personal identity'. **This content is delivered in an age appropriate way in our school with regard to the age and stage of children. RHE involves a combination of sharing information, and exploring issues and values. RHE is not about the promotion of sexual activity.**

The Aim of Relationships and Health Education in our school is to:

- Equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their health and wellbeing
- Develop confidence in talking, listening and thinking about feelings and relationships
- Enable children to protect themselves and ask for help and support
- Develop skills in language, decision making and assertiveness
- Ensure children can participate in society and value themselves and others

RHE incorporates three main elements:

### **Attitudes and Values**

- Learning the importance of values, individual conscience and moral considerations
- Learning the importance of family life and learning to value our own families
- Recognising that not all families are the same
- Recognising that not all people are the same, and learning how to love and respect others
- Identifying people we can trust

### **Personal and Social skills**

- Learning to manage emotions and relationships with confidence and sensitivity
- Developing self-respect and empathy for others
- Understanding the consequences of our actions and the impact they have on other people
- Recognising 'safe' and 'unsafe' situations
- Understanding how to deal with conflict

### **Knowledge and Understanding**

- Recognising the physical changes that occur in animals during their lives
- Understand that animals and humans reproduce
- Recognise the needs of babies and young people
- Are aware of the external parts of the body
- Understand how to maintain personal hygiene
- Recognise what makes a good friend

We recognise the central importance of relationships in supporting children's and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support the wider work of building resilience in our children.

At Chaucer Infant and Nursery School we deliver the majority of RHE in an age-appropriate way as part of an integrated PSHE programme, including our 'PSHE Matters' sessions and the Science curriculum. However, some aspects will be supported through the work delivered in the National Curriculum Framework for Computing, R.E. and P.E., 'RTime' sessions, assemblies as well as our promotion of British Values and developing our Growth Mindset. The RHE curriculum content will be taught in a broad and balanced curriculum and complement these subjects whilst not duplicating content.

We recognise the prevalence of information and attitudes about relationships and health that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a person's rights based approach to Relationships and Health Education.

We focus on attitudes, values and skills as well as knowledge and understanding. This includes developing self-esteem, the skills to manage relationships and most importantly keeping themselves safe in all of their relationships.

## What does our RHE Curriculum Include?

The DfE recognises 5 elements to Relationships Education. These are:

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

At Chaucer Infant and Nursery School we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RHE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

In Key Stage 1 (Years 1 and 2) children will learn about:

- Recognising, naming and managing their emotions
- What makes them special
- What makes a good friend
- How to be kind to others
- What's special about them and their families
- How families are different
- Life cycles
- Changes and how they have changed since babyhood
- How boys and girls bodies are different using the correct names for external body parts (*See Appendix 1*)
- Some parts of their body being private (*N.S.P.C.C. Pantosaurus Five Easy Rules for Staying Safe*)
- How to ask for help if they are worried or concerned

National Curriculum Science is also statutory. This includes:

### Key Stage 1

- Identify, name, draw and label the basic parts of the body and say which part of the body is associated with each sense.
- That animals, including humans, have offspring that grow into adults.

**(See Appendix 2 - Curriculum Coverage by Year Group)**

## Equality

Chaucer Infant and Nursery School delivers RHE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum whilst in our school. Care is taken to ensure that we promote positive gender stereotypes and we also recognise the importance of respecting the different family circumstances that exist within the school community and seek out resources to reflect these, for example: single parent families and LGBT families amongst other structures.

We recognise that children have varying needs regarding RHE depending on their circumstances and background.

Our school believes that all children should have access to RHE that is relevant to their particular needs.

To achieve this, the school's approach to RHE recognises that:

- Girls tend to have a greater access to RHE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RHE needs at times which we will support. It may also mean that they have difficulty accessing the RHE curriculum. We will ensure that RHE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND Code of Practice when teaching these subjects to those with SEND and we will consult parents accordingly.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RHE curriculum.
- These areas of learning are taught within the context of family life. We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of pupils based on their home circumstances and deliver the curriculum sensitively and inclusively.
- Our approach to RHE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We will actively tackle homophobic bullying and attitudes.

### **How is RHE Provided?**

Our school has a caring ethos that models and supports positive relationships between all members of the school community. Learning is delivered by both discrete lessons and within a spiral/progressive curriculum.

1. Within the taught, age-appropriate, spiral RHE programme within Personal Social and Health Education (PSHE) – P.S.H.E. Matters, RTime sessions (when required), and assemblies.
2. Within Science as stipulated by the National Curriculum Framework.
3. Through other curriculum areas for example Computing, Religious Education and Physical Education etc.
4. Through assemblies (including Embark Award) and visiting speakers (including those from local faith communities).
5. Through displays, stories, role play and high quality resources.
6. Through Educational Visits.
7. Through school initiatives such as; Healthy Schools, Forest Schools, ECO Schools and Dental Surveillance etc.
8. Through pastoral support, from our Senior Family Support Worker/Early Help Lead (Mrs. S. Melbourne) and SENCO (Mrs. L. Nappin). Through targeted

intervention, where appropriate, with vulnerable individuals through: our Talk and Sort sessions (Mrs. J. Gingell), Behaviour Box and RTime support (Mrs. K. Lees Vince), Wellbeing Champions (Mrs. L. Nappin, Mrs. L. Towle, Mrs. K. Lees Vince) and our Mental Health First Aiders (Mrs. L. Nappin, Mrs. L. Towle).

9. By the provision of appropriate leaflets and other information sources.
10. Delivery in response to incidents.
11. Pupils may also receive stand-alone health education sessions delivered by a trained health professional.

## **Teaching Methods, Resources, Training and Monitoring**

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RHE:

### **A Safe Learning Environment**

In order for PSHE or RHE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained and referred to wherever appropriate.
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used. (Appendix 1)
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

### **Teaching and Learning Methods**

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, role play, talking, negotiation and using thinking skills

### **Asking and Answering Questions**

Teachers will attempt to answer pupils' questions and concerns factually, in a sensitive, age and developmentally appropriate manner. Individual teachers will use their skill and discretion in these situations. Wherever possible questions should not be left unanswered. If further support is needed the teacher will refer to the Headteacher or RHE/PSHE Coordinator for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Teachers will not be drawn into providing more information than is appropriate.
4. Personal questions should be referred to the ground rules/group agreement.

5. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation.
6. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

### **Confidentiality**

Teachers conduct RHE in a sensitive manner and in confidence. All staff, teaching and non-teaching will respect confidentiality. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the member of staff will take the matter seriously and deal with it as a Child Protection issue. Staff will respond in the same way if a child indicates that s/he have been a victim of abuse. The child will be informed that confidentiality is breached and the reasons why.

### **Groupings**

RHE takes place within mixed gender classes, small groups or on a one to one basis as deemed appropriate and relevant by the pupils' teacher. It will be left to the teacher's discretion to make these decisions.

### **Visitors**

A visitor can enrich, but not replace, the RHE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils. Please see the External Contributors/Speakers Guidance Policy for the best practice in this context.

### **Resources**

High quality teaching resources will be used on the basis of their appropriateness to pupils' age, background and experiences. The resources will also be selected based on their accessibility and their impact.

### **Continuity, Progression and Assessment**

Chaucer Infant and Nursery School has the same high standards of the quality of pupils' learning in RHE as in other curriculum areas. RHE will be delivered through a sequenced planned programme of work. Continuity and progression is generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding. This is developed in response to the need's assessment of pupils' existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RHE work. Assessments will be built into some lesson planning as each group may have different knowledge, experience and understanding and lesson planning will reflect this. Baseline and formative assessments will contribute to the effective delivery of RHE.

The elements of RHE that form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum. Learning from other elements of RHE is assessed as part of the PSHE provision and builds on existing school systems.

## Parental Engagement in RHE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and health. We work in active partnership with parents/carers in the development and review of RHE. The school will ensure that parents/carers are:

- Made aware of the school's approach and rationale for RHE (RHE Policy)
- Involved in the review of the RHE policy (Consultation Questionnaire)
- Made aware of the school's PSHE curriculum
- Encouraged to support their child's learning at home through shared learning activities, if appropriate.
- Able to use resources provided/loaned by school (when available) to reinforce learning at home and to support them in managing conversations with their children on particular issues

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside of the Science curriculum. They do not have a right to withdraw their children from those aspects of RHE that are taught in National Curriculum Science, Relationships Education or Health Education.

**At Chaucer Infant and Nursery School there is no content taught that is outside of the National Curriculum for Science, Relationships Education or Health Education. Therefore, parents/carers do not have the right or need to withdraw their children, as these subjects are statutory.**

If a parent/carer has any concerns about the RHE provision, we will take time to address their concerns and allay any fears they may have

## Personnel and Training

Our RHE/PSHE coordinator (Miss. S. Magee) is responsible for overseeing RHE provision.

RHE is delivered by class teachers and HLTAs. To ensure quality delivery of RHE, staff have appropriate and regular training to keep them updated. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RHE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the pupils in our care.

All staff will be made aware of any new changes to the RHE policy/curriculum.

## Monitoring and Evaluation

The RHE/P.S.H.E. Coordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Their views will be used to make changes and improvements to the programme on an ongoing basis. Assessment is built into the lessons and will also inform any changes to the curriculum.

This takes place through a variety of methods, including learning walks, observation, and pupil feedback.



## Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RHE on occasions. (See *Powerpoint Slideshow on the School website – Parent Consultation on Relationships Education and Health education*)

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff and governors. This policy has been approved by the Governing Body.

This document is freely available to the entire school community. It has also been made available online on the school website, in the school office (a free paper copy on request).

It will be reviewed on an annual basis. At every review, the policy will be approved by the Headteacher and the Governing Body after consultation with staff and parents.

### Policy Links

PSHE (under review)  
 Child Protection and Safeguarding  
 Confidentiality (under review)  
 Science  
 Anti-Bullying  
 Emotional Health and Well-Being  
 External Contributors/Speakers Guidance  
 Online Safety (under review)

## Appendix 1

### Vocabulary List of Agreed Scientific Terminology

Discussed and Agreed by Chaucer Infant and Nursery School staff on 10<sup>th</sup> May 2021. As part of a spiral curriculum this list was also agreed with Chaucer Junior School.

EYFS	Year 1	Year 2
breasts penis pregnant testicles vulva/vagina	breasts penis pregnant testicles vulva/vagina	breasts penis pregnant testicles vulva/vagina womb

## Appendix 2

### Curriculum Coverage by Year Group

The RHE Learning Outcomes are as follows:

<b>Pupils will be able to:</b>	<b>End of Early Years Foundation Stage (EYFS)</b>	<b>End of Year 1</b>	<b>End of Year 2</b>
Recognise and compare the main external parts of the bodies of human beings*	✓	✓	
Recognise similarities and differences between themselves and others and treat others with respect** BV	✓	✓	✓
Identify and share their feelings with others	✓	✓	✓
Recognise safe and unsafe situations	✓	✓	✓
Be aware of the needs of others BV	✓	✓	✓
Be aware that their feelings and actions have an impact on others BV	✓	✓	✓
Develop a broader friendship base **	✓	✓	✓
Distinguish between right and wrong BV	✓	✓	✓
Use simple rules for <ul style="list-style-type: none"> <li>• Dealing with Bullying</li> <li>• Making the Right Choices</li> <li>• Online Safety</li> <li>• Dealing with Strangers</li> </ul>	✓	✓	✓

<ul style="list-style-type: none"> <li>Knowing when they feel uncomfortable or at risk</li> </ul>			✓
<b>Pupils will know and understand:</b>			
That animals including humans, grow and reproduce*	✓		
That humans and animals can produce offspring and these grow into adults*	✓		✓
The basic rules for keeping themselves safe and healthy	✓	✓	✓
About safe places to play and safe people to be with	✓	✓	✓
That they have some control over their bodies and actions	✓	✓	✓
<b>Pupils will have considered:</b>			
Who is special to them	✓	✓	✓
The similarities and differences between people ** BV	✓	✓	✓
How to work and play cooperatively ** BV	✓	✓	✓
How to solve problems, with others or by themselves **	✓	✓	✓

\* - Learning outcomes that relate to the **Science National Curriculum**.

\*\* - Learning outcomes that relate particularly to 'R' Time

**BV** - Learning outcomes that relate to the promotion of **British Values**