

Relationships and Health Education policy



South Ossett Infants' Academy

Our Vision

To engage children in the challenges of life with a positive attitude of confidence, self-respect and respect for others and to forge ahead regardless of difficulties experienced.

Our Values

independence
courage
nurturing
happiness
respect
learning
excellence
integrity
safety



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1. Aims

The aims of relationships and health education (RHE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Give the children an understanding of the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of relationships and health
- › Teach pupils the correct vocabulary to describe themselves and their bodies

This fits in with our vision, values and school rules, as stated in our behaviour policy -

<https://southossettinfantsacademy.co.uk/wp-content/uploads/2020/05/behaviour-policy-2019-with-appendix.pdf>

2. Statutory requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science.

In teaching RHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At South Ossett Infants' Academy (SOIA), we teach RHE as set out in this policy.

In teaching RHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

A member of staff pulled together all relevant information including relevant national and local guidance. School staff were given the opportunity to look at the policy and make recommendations. Governors viewed the consultation draft policy.

Information was shared with parents/carers and any interested parties via email, Parent Hub and on the website. Parents were invited to respond by email, phone call or via Teams.

The staff talked with the children about the policy.

Once any amendments were made, the policy was shared with governors for ratification.

4. Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RHE is not about the promotion of sexual activity. RHE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may adapt it if necessary to meet the needs of the class or the current context of the school. This starts in Year One as the Foundation Stage element, is part of the Early Years curriculum, currently under review.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are answered in an age appropriate way.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE) and the principle behind RHE are part of the general school ethos.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. We recognise that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

At SOIA, follow the National Curriculum and the Early Years Framework. We follow the Wakefield Agreed Syllabus for Religious Education. We teach Personal, Social, Health and Economic Education. There is a great deal of overlap between these subjects and the requirements of Relationship and Health Education.

Where other curriculum areas cover this, we ensure that Relationship and Health Education is integrated where appropriate.

Our teaching supports children's early understanding of health and relationships education. Caring for others, responsibility for health, relationships, hygiene and safety are key messages throughout school. The schemes of work for science and PSHE, Social and Emotional Aspects of Learning (SEALs) and RE establish the framework for our teaching and learning programmes and form a firm basis for the further teaching of sex and relationships education when children go on to KS2.

Children are encouraged to share ideas and listen carefully to others, to ask questions and discuss issues of concern. They are taught to respect the views and opinions of others and to work co-operatively with one another. Themes such as 'All about Me', 'Healthy Eating', 'Friends', or 'Being Unique' and supporting local or national charity appeals are part of our annual programme throughout school.

There is the opportunity for every child to access Relationship and Health Education at their own level through differentiated learning i.e. through task and outcome.

Foundation Stage

In the Foundation Stage, Personal, Social and Emotional Development is one of the Prime areas of the curriculum and is carefully planned to suit the needs of the cohort. Issues are also dealt with as they arise through talk and stories. Adults may work with individual children, pairs, small groups or class groups, with staff sensitively choosing the appropriate approach.

Assemblies, PSHE, drama/role play and circle times give staff and children further opportunities to address issues such as who to ask for help in keeping safe, how to be a good friend, the differences between good and bad touches etc. We use a range of resources to support the teaching and learning.

As the curriculum for the Early Years is changing in September 2021, an outline of this will be added to the policy once completed.

Key Stage 1

Programmes of study at KS1 build on the Foundation Stage experiences through the PSHE and Citizenship Framework, using the following broad themes:

- developing confidence, responsibility and making the most of pupils' abilities;
- preparing to play an active role as citizens;
- developing a healthier, safe lifestyle;
- developing good relationships and respecting differences between people.

For the Relationship and Health Education aspect of Personal, Social, Emotional and Health Education, we use the resources from Discovery Education. More detail of the resources and progression of this is set out in appendix A. Most of these aspects will have already ready been introduced, in some age appropriate way for our youngest children.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- › Delivering RHE in a sensitive way
- › Modelling positive attitudes to RHE
- › Monitoring progress
- › Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the Headteacher, Tina Shute, who is also the lead on RHE and PSHE.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

9. Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHE if needed.

10. Monitoring arrangements

The Headteacher, Tina Shute, monitors the delivery of RHE through, for example, looking at planning, learning walks, talking with the children.

Class teachers, as part of our internal assessment systems, monitor pupils' development in RHE.

The Senior Leadership Team will review this policy every two years. At every review, the policy will be approved by the Standards Committee.

Appendix 1: Curriculum map

Programme, content, vocabulary and Progression in RHE in KS1

Year One - Outline

Topic	Term	Overview of Contents
Healthy and happy friendships	Autumn T1a	Forming friendships and how kind or unkind behaviours impact other people.
Similarities and differences	Autumn T1b	Similarities and differences between people and how to respect and celebrate these.
Caring and responsibility	Spring T2a	Identifying who our special people are and how they keep us safe.
Families and committed relationships	Spring T2b	What a family is (including difference and diversity between families), and why families are important and special.
Healthy bodies, healthy minds	Summer T3a	Our bodies and the amazing things they can do. Learning the correct names for different body parts.
Coping with change	Summer T3b	Growing from young to old and how we have changed since we were born.

Topic	Theme	Video	Vocabulary	Lessons
Healthy and happy friendships	Making friends and getting along	A new school	friend, friendly, kind, unkind, welcoming, happy, sad, share	<ol style="list-style-type: none"> 1. Friends 2. Kindness 3. Getting along, sharing and turn taking
Similarities and differences	Recognising strengths and respecting differences	What makes us special	similarity, difference, special, unique, strengths, abilities	<ol style="list-style-type: none"> 1. I am special 2. Who I am makes me unique 3. We don't all feel the same way
Caring and responsibility	Our special people	A special person trophy	special, people, important, care, safe, worried, nervous, scared, help, helper, rules, safe, unsafe	<ol style="list-style-type: none"> 1. My special people 2. How our special people care for us 3. Keeping safe
Families and Committed Relationships	The Importance of Family	My Family	family, important, differences, similarities, happy, special, superhero	<ol style="list-style-type: none"> 1. My family 2. Our families 3. Superhero families!

Healthy Minds, Healthy Bodies	Amazing bodies	Our Bodies	body, healthy, private, penis, testicles, vulva, vagina, similar, different, health, healthy choices	<ol style="list-style-type: none"> 1. My amazing body 2. Private body parts (introducing correct terminology) 3. Looking after our bodies
Coping with Change	Growing and changing	How I have changed	growing, adults, babies, change, older, growing up, jobs, future	<ol style="list-style-type: none"> 1. Animal babies 2. How have we changed? 3. A future me

Year Two - outline

Topic	Term	Overview of Contents
Healthy and happy friendships	Autumn T1a	Understanding what makes a happy friendship. Understanding personal boundaries and safe/unsafe situations.
Similarities and differences	Autumn T1b	Exploring different strengths and abilities. Understanding and challenging stereotypes.
Caring and responsibility	Spring T2a	The different communities and groups we belong to and how we help and support one another through these.
Families and committed relationships	Spring T2b	The different types of family members and how families vary.
Healthy bodies, healthy minds	Summer T3a	Ways to stay healthy, including safe and unsafe use of household products and medicines.
Coping with change	Summer T3b	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.

Topic	Theme	Video	Vocabulary	Lessons
Healthy and happy friendships	What makes a happy friendship?	Friends at first	happy, healthy, kindness, friend, smile, no, touch, uncomfortable, boundaries, personal, space, worries, help, trust	<ol style="list-style-type: none"> 1. What makes a happy friendship? 2. Personal boundaries 3. Worries
Similarities and differences	Strengths, abilities and stereotypes	What can you tell?	strengths, abilities, gender, stereotype, qualities	<ol style="list-style-type: none"> 1. My strengths and abilities 2. Stereotypes 3. Whose job?
Caring and responsibility	Special people in our communities	My community	community, kindness, understanding, help, community helpers, trusted adult, signs, difference, similarity, respect	<ol style="list-style-type: none"> 1. Community helpers 2. When we need help 3. Our communities and groups

Families and Committed Relationships	The diversity of families	Different families	family, family tree, relatives, related, love, sharing, listening, support, similar, different, traditions	<ol style="list-style-type: none"> 1. Who is in a family? 2. A happy family 3. Families of all kinds
Healthy Minds, Healthy Bodies	Staying safe and healthy	Where would you go for help?	healthy, feelings, emotions, medicine, unwell, dose, safe, helpful, harmful, instructions, health, body, mind	<ol style="list-style-type: none"> 1. Healthy feelings 2. Staying safe at home 3. Feeling poorly
Coping with Change	Growing up and setting goals	Three generations	growing, adult, baby, change, timeline, life cycle, likes, dislikes, change, future, likes, dislikes, change, future	<ol style="list-style-type: none"> 1. When I am older 2. Looking at the changes ahead 3. Goals

Appendix 2: By the end of primary school pupils should know

(Our children leave South Ossett Infants' at the end of Year Two, at which point they have four more years of primary school. In our Early Years and Key Stage One teaching, we will cover these to the extent outlined in the curriculum map. They will not have covered all of these, or covered them fully, as these are statements for children leaving primary school at 11 years old.)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

