Growing Up at Bernards Heath Infant and Nursery School

Statutory Relationships and Health Education Policy

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Committee:	LFL
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The statutory requirements for the teaching of RHE were mandatory from September 2020.

Relationships Education is compulsory for all schools receiving primary education.

To find out more about the curriculum click on the link below: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

The guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBTQ+ and gender equality, in line with the Equalities Act 2010.

Aim

The aims of the Relationships and Health Education policy (RHE) are to allow children to:

- be confident and respectful when discussing sensitive issues concerning relationships
- understand and practise the importance of health and hygiene
- develop feelings of self-respect, confidence and empathy
- create positive attitudes around different sexualities and relationships
- use the correct vocabulary to describe themselves and their bodies

Overview

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (*foreword from Secretary of State*)

The Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, families and relationships with other children and adults.

Through Relationships Education (and RHE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. We will support children to make sensible decisions to stay safe (including online). These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Statutory Requirements

- As a maintained Infant and Nursery school we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.
- 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.

At Bernards Heath Infant and Nursery School we will teach RHE as set out in this policy.

Policy Development

This policy was been developed in consultation with staff, Governors and parents and is reviewed annually. The consultation and policy development process involved the following steps:

1. A working group pulled together all relevant information including relevant national and local guidance
2. All staff were given the opportunity to look at this policy and make recommendations
3. Parents and any interested parties were invited to attend a meeting about the policy
4. Appropriate amendments were made following on from these discussions with staff, Governors and parents.

After the annual review of this policy it is made available on the school website and a link is included in the school's newsletter.

Definition

RHE is about the age appropriate teaching of emotional, sexual and cultural development of pupils and involves learning about relationships, sexual health, sexuality, lifestyles, diversity and personal identity.

RHE involves a combination of sharing information and exploring issues and values.

RHE is not about the promotion of sexual activity.

How RHE fits with our vision

At Bernards Heath we celebrate kindness, respect and individuality. Relationships Education fosters this by teaching children how to develop positive relationships with others. Relationships Education introduces the children to how people and family units differ and supports them to understand and respect these differences.

Our school teaches children to have enquiring minds and the skills needed for life-long learning. RHE supports children to be inquisitive and thoughtful by looking at the characteristics of relationships with others; whether positive or not and how to respond to these situations to support an individual's well-being.

THE RHE Curriculum

The Progression document is set out in Appendix One. This will be a flexible document as there may be the need to adapt it as and when necessary. We developed the curriculum in consultation with parents and staff, taking into account the age of our children and their needs. If children ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner, so they are fully informed. They will use circle times, class discussions, assemblies and our Learning Heroes to support conversations. In line with our home-school triangle we will talk to parents and carers about issues/questions that arise as appropriate.

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.

Science

Year 1 Pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

At BHINS, if children ask about real names of 'penis' or 'vagina' we state the real names. We will always do this with sensitivity and in an age appropriate manner.

Year 2 Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

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

Health and wellbeing focuses on teaching the characteristics of good physical health and mental wellbeing.

The themes include:

- Mental wellbeing
- Online safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

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. Families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers and many others. We also need to reflect sensitively that some children may have a different structure of support around them, for example looked after children, previously looked after children and young carers.

In the table below are the themes that will be covered and a brief description of the content. The table shows what children should know **by the end of Primary school**. The points highlighted are indicating which areas our school will focus on up to the end of KS1.

As mentioned, Appendix One shows our progression document; highlighting how RHE fits in with our PSHE curriculum for the different year groups, from FS1 to Year 2.

Relationships Education Yellow Highlighting shows KS1 coverage – Y1 and Y2

Themes	Children should know
Families and people who care for me	• 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	• 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.
Respectful relationships	• 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	• 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	• 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.

Health and Wellbeing Yellow Highlighting shows KS1 coverage – Y1 and Y2

Themes	**Children should know**
Mental Wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Online safety and harms	• that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. •
Physical Health and Fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol and Tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Learning Heroes

At Bernards Heath Infant and Nursery School, our Learning Heroes (Duck, Dog, Monkey, Bear and Giraffe) help children form strong, positive relationships with others; as well as encouraging them to be lifelong learners. These characters' attributes are embedded throughout the curriculum and are referred to daily by teachers and children, embedding the importance of being; resilient; to strive; to accept others; and to challenge themselves to achieve the best they can. Our Learning Heroes are a strong part of our teaching of The Relationships Education, along with themed planned opportunities, assemblies, circle times and as it arises naturally in conversations.

Zones of Regulation

We use the Zones of Regulation to develop emotional literacy across the school. The Zones are taught in every class and are regularly referred to in day-to-day school life including assemblies, on the playground and supporting a child 1:1.

Therapeutic Thinking (previously Herts Steps)

Therapeutic thinking is a therapeutic approach to behaviour management and is our school's Behaviour Policy. All our staff are trained, with the Head teacher as our lead trainer. Our policy leads on the principle that all behaviour is communication and prioritises excellent realtionships and a calm learning environment for all. De-escalation training places emphasis on consistency, on teaching internal discipline rather than imposing external discipline and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm and re-build relationships within the dynamic.

Roles and Responsibilities

- The Governing board will approve the RHE policy and hold the Head teacher to account for its implementation.
- The Head teacher is responsible for ensuring that RHE is taught consistently across the school.
- Staff are responsible for:
  - ✓ Delivering RHE in a sensitive way
  - ✓ Modelling positive attitudes to RHE
  - ✓ Monitoring progress
  - ✓ Responding to the needs of individual pupils
  - ✓ Responding appropriately to pupils and parents/carers if concerns are raised about the content of the RHE curriculum and passing these concerns onto the lead teacher for the PSHE and RHE curriculum.

(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 Head teacher.)

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

The Right to Withdraw

There is not an option for a parent to withdraw their child from Relationships Education. It has been introduced to put in place the building blocks needed for positive and safe relationships of all kinds. As mentioned, it starts with family and friends, how to treat each other with kindness and recognising the difference between online and offline friendships. These are all crucial elements to a child's spiritual, moral, social and cultural development that must be taught.

Monitoring and Assessment

The delivery and assessment of RHE is monitored by the PSHE lead through planning scrutiny, learning walks, learning journals, books and pupil voice. A child's development in RHE is monitored by class teachers as part of our internal assessment system. The PSHE subject lead will review children's learning and class activities around the themes on a regular basis.

Review

This policy will be reviewed annually.