Relationship and Health Policy

Agreed March 2021

To Be Reviewed March 2022

Relationship and Health Education Policy

Introduction

We have based our school's Relationship Education Policy on the DFE guidance document, Sex and Relationship Education Guidance (ref DfE 0116/2000) and Policy Statement: Relationships Education, and Relationship and Sex Education, and Personal, Social, Health and Economic Education (ref DfE March 2017) In this document, sex education is defined as "learning about physical, moral and emotional development."

It is about understanding the importance of loving and stable relationships, respect and care. Sex education is a part of the personal, social and health education curriculum in our school. We do not use RSE as a means of promoting any form of sexual orientation.
The RSE Policy will be sensitive towards the cultural and religious values of the pupils in our school.

Aims and Objectives

- To further develop personal awareness, confidence and responsibility
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect, care and to develop sensitivity towards the needs of others
- To provide knowledge of loving and supportive relationships
- To provide knowledge of human reproductive processes
- To inform children on matters of personal hygiene
- To provide knowledge and understanding of keeping safe and the recognition and management of risk
- To develop positive relationships and respect for difference and diversity, avoiding prejudice and stereotyping.

This policy cross references with the following policies:
PSHE & Citizenship
Equal Opportunities
Safeguarding
Behaviour
Anti Bullying
SMSC.

Our Vision and Values

At the heart of Castle Hill Infant School is a belief that school is a place where everybody feels valued and respected. We believe that school must be a welcoming and caring place for all. We recognise that children, families, staff and the local community all must work in partnership for our children to achieve their full potential.

We have a commitment to providing our children with a quality education that is broad, balanced, challenging and fun. We believe in setting high expectations in all areas of school life to ensure that children have the opportunity to do their best, where all are inspired and encouraged to have high expectations.

By creating a safe and secure learning environment, we believe that our children are motivated to discover their talents, develop their interests and have the self-confidence to become successful lifelong learners.

We aim to develop the following key characteristics in our children:
Our School Values:
Community
Aspiration
Success
Trust
Learning
Excellence

Moral and Values Framework
Relationship Education will reflect the values of the PSHE programme. Relationship Education will be taught in the context of relationships.
In addition Relationship Education will promote self-esteem and emotional health and wellbeing and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

The Teaching Programme for Relationship Education
Legal Requirements
"The Secretary of State for Education confirms the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education statutory in all Primary schools effective from September 2019."

All schools must teach the following as part of the National Curriculum Science and Relationship (From Sept 2019) Orders; parents do not have the right to withdraw their child/children.

National Curriculum Science
Key Stage 1
1b) that animals including humans, move, feed, grow, and use their senses and reproduce.
2a) to recognise and compare the main external parts of the bodies of humans and reproduce.
f) that humans and animals can reproduce offspring and these grow into adults.
3a) to recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2
1a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
2 f) about the main stages of the human life cycle.

Relationship aspect of the curriculum will be age appropriate, building on knowledge and life skills over time in a way that prepares pupils for issues they may face.

At Castle Hill we will focus on:

- different types of relationships, including friendships, family relationships and dealing with strangers;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, tolerance and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online.

Every child is entitled to receive Relationship Education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language specials needs, disadvantage and whether they are looked after children.

It is our intention all children have the opportunity to experience a programme of Relationship Education at a level which is appropriate for their age and physical development with differentiated provision if required.

The organisation of Relationship Education

Relationship Education is delivered through RRE, Science, RE, PSHE and circle time. Relationship Education is taught by classroom teachers and if appropriate, outside visitors such as the school nurse.

Children begin to learn about relationships and their feelings from EYFS. Initially in EYFS children learn about working and playing together, taking turns and what happens when they say or do something to someone else. EYFS children also look at what their bodies can do, how to keep clean and healthy and who ask for help.

The children build on these experiences each year. Children in year 1 and 2 move on to look at the names of the main body parts, how their bodies have changed since they were babies, different types of emotions and keeping and making friends.

In Science lessons we follow the guidance material in the National Scheme of Work for Science. In key stage 1 we teach children that animals, including humans, feed, move, grow and reproduce. We also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

The Role of the Parent

We wish to build a positive and supporting relationship with the parents of the children at our school through mutual understanding, cooperation and trust. In promoting this objective we:

- Inform parents of the Relationship Education policy and practice
- Answer any questions that parents may have about the relationship education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationship Education in this school
- Encourage parents to be involved in the reviewing of the policy and making modifications to it as necessary.

Child Withdrawal Procedures
Relationship Education at Castle Hill Infant School is to be taught across the Curriculum. If a parent feels it necessary to withdraw a child from Relationship Education (other than the statutory requirements of the science and Relationship (from Sept 2019) curriculum) they will be encouraged to come to school and discuss their concerns with the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. In the event of a child being withdrawn from a lesson that child must stay in school and will be assigned to another class until the Relationship Education lesson is over.

The Role of Other Members of the Community
We encourage other valued members of the community to work with us to provide advice and support to the children. In particular, members of the local health authority, such as the school nurse and other health professionals, may give us support with our Relationship Education programme. Other people that we call on may include people from different faiths, social workers and youth workers.

Confidentiality
Teachers will conduct Relationship Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or being likely to be involved in an activity which puts them at risk, then the teacher will take this matter seriously and deal with it as a matter of child protection. (See Safeguarding Policy)

Monitoring and Evaluation
Monitoring is the responsibility of the teacher with responsibility for Relationship Education. The effectiveness of the Relationship Education programme will be evaluated by assessing children's learning and implementing change if required.

Policy Review
This policy will be reviewed annually.

Links with other policies

- PSHE Policy
- Science Policy
- Equality and Inclusion Plan
- Child Protection Policy
- Confidentiality Policy
- Behaviour Management Policy (including Anti-Bullying)
- Health & Safety Policy