



Relationship Sex and Health Education Policy

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RSHE, Citizenship and Working with Others Policy

Putting our values into practice

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1.1 Aims

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.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

-Secretary of State Foreword

The aims of relationships, sex and health education (RSHE) education in our school are to enable all of our pupils to develop the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility as well as making the most of their own abilities and those of others. At Lancastrian, we integrate RSHE with WWO, ensuring we promote children's emotional intelligence alongside their relational intelligence in ways which are tailored to the needs of the children.

Working with Others (WWO) is a philosophy for teaching and learning which puts collaborative relationships at the heart of everything we do. The way the adults work together is as fundamental an aspect to this as the way the children work together. At Lancastrian Infant school we involve the children in all areas of school life through open ended discussion in classes as well as our school council, who are democratically elected by their peers. This provides children with opportunities to explore and develop:

- their own values and beliefs
- their spiritual awareness
- high standards of personal behaviour
- a positive, caring attitude towards others
- an understanding of their social and cultural traditions
- an appreciation of the diversity of other cultures.

At Lancastrian infant school, we are developing our RSHE (PSHE & RSE combined) in line with the new guidelines from the government.

1.2 What is relational intelligence?

“Relational intelligence is inherent, something we all have that powerfully impacts on how well, or poorly, we connect, respect and communicate with others and maintain relationships.” (Cathy Ota)

Although it is inherent, at Lancastrian we want children to have a strong relational intelligence. To this end, we teach a range of skills in developmentally appropriate building blocks. Children learn these skills firstly through games, then by applying them in group work scenarios. In this way, the skills needed to work effectively with others are highlighted and valued as building blocks to learning, underpinning children’s emotional intelligence.

2. Statutory requirements

The majority of the elements of our RSHE curriculum are a statutory requirement for us to teach to meet **government RSHE guidance** (see [statutory guidance](#) here), 2020 and The Equalities Act, 2010. This includes relationships and health education under the [Children and Social Work Act 2017](#), in line with the terms set out in the same statutory guidance

RSHE will be taught through a ‘spiral curriculum’. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE, along with WWO, will support the school’s commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended RSHE & WWO curriculum is detailed in the appendix but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

3. Content and delivery

3.1 What we teach

As stated above, we’re required to cover the content for relationships and sex education (RSE) and health education, as set out in the statutory guidance (linked above).

3.2 EYFS

In the EYFS, learning will form the foundation of the knowledge, skills and understanding that will be built upon each year. At the start of the year, they will begin by exploring and settling into their new environment, learning their school routines and following their classroom rules. Friendships will start to form and support will be given to help them to learn how to work and play cooperatively, to take turns, to listen to others and to follow rules. They will begin to make decisions about what they choose to do and the resources needed to do this, deciding whether the help that is offered is needed.

As the year progresses, the children will build on what they have already learnt; becoming more familiar and confident in their learning environment; settling into the daily routines; and following the rules they have been taught. Their understanding of how to keep safe in the classroom, around school and at playtimes will be more secure. The friendships that they have started to form will be further established as they begin to understand what ‘being a good friend’ is. We will encourage them to think about how their words and actions can affect others and will support them in learning how to make amends for their mistakes and how to do things differently going forward. They will start to know the difference between good and bad choices and be able to give some examples of these. When talking with adults and other children, we will encourage and remind them to use their manners to say please, thank you, excuse me and sorry. Lots of opportunities will be given, in small groups and as a class, to talk about what they like and are good at, to share their ideas and opinions, and to listen respectfully to others.

During the final term, the skills and learning that the children have been taught throughout the year will be consolidated, and a bank of vocabulary developed that will help them to express themselves clearly. They will become more independent and will know which routines they can do by themselves and which they need help with. The classroom and school rules will be firmly established and basic hygiene principles for keeping healthy and clean as part of a daily routine will be in place. They will know who can help them in school and at home, and the importance of family.

As they end their reception journey, lots of opportunities will be given to support and prepare them for their venture into Year 1. An early transition is started for pupils who may have particular needs or anxieties to

facilitate the process and provide the support they require. In Year 1, our children will be building on the knowledge, skills and understanding that has been learnt in Reception.

3.3 Year 1

At the start of the year, the importance and need for school rules will be discussed which will lead into the children being involved in choosing the classroom rules they feel are most important, building on their Reception experiences of using rules to keep safe. They will be encouraged to develop a greater sense of responsibility and independence by identifying roles that they can adopt to help out in the classroom.

They will then move on to talk about their family and will begin their journey of recognising what they are good at as individuals.

The friendships groups they formed in Reception will be further established and they will be able to recognise who their friends are and how they feel when they fall out with them. We will explore the feelings happiness, sadness, anger and fear, discussing what causes us to feel this way and identifying strategies for managing these feelings in a positive way. Using their understanding of feelings, they will learn what bullying is and how it can affect people inside.

As the year progresses, their understanding of the rules that keep us safe in class and at play will be extended to knowing what to do to keep safe in a variety of situations in school, how to get help, and who to ask if they are unsure. They will use their previous learning of how to keep safe in school to help them understand their responsibilities at home, and to recognise which household products they are safe to touch and which are not.

Throughout the year, our children will be provided with opportunities and given support when participating in discussions. We will encourage them to listen to others and to share their ideas and opinions respectfully. Simple differences between themselves and others will be explored, and they will learn that our differences are what make us special and that it is not okay to be unkind to someone because of these. Their cultural experiences will grow, having read stories from other cultures in Reception to learning songs from different cultures in Year 1.

During their final term in Year 1, the children will learn about what they need to keep healthy, how to keep clean, and about how they change from babies to children and then to adults. We will teach them about the difference between secrets and surprises, and what to do if someone does or says something that makes them feel uncomfortable.

3.4 Year 2

To support their transition into Year 2, lots of opportunities will be provided to encourage our children to develop greater independence in attempting tasks, taking on classroom responsibilities without needing guidance, working in a group without adult support and sharing their ideas and opinions with confidence. An early transition is started for pupils who may have particular needs or anxieties to facilitate the process and provide the support they require. At the start of Year 2, our children will transfer their learning about the importance of rules from Year 1 to help them generate their own ideas for classroom rules. Their responsibilities will extend from helping out in the classroom to learning how to help look after their school. They will be taught what rights are, and that they have rights in school, and will begin to understand that with rights come responsibilities. Through support and encouragement, our children will begin to recognise how to take responsibility for their actions in school by recognising what is right and what is wrong and identifying consequences for the decisions they make. They will then undertake an in depth study about the importance of manners and will create their own presentations to teach our Reception children what they have learnt.

Building on Year 1, our children will recognise what they are good at and use this to help set goals to challenge themselves. The friendships that they have already developed will strengthen, and strategies for cooperating with others and dealing with fall outs will be learnt. Feelings of jealousy and nervousness will be explored and strategies for managing these feelings in a positive way will be developed, using the skills developed in Year 1. Their understanding of what bullying is will be more secure and they will be able to identify different types of bullying.

As the year progresses, the children's understanding of how to keep safe in school will be extended to keeping safe in the local area, how to get help in an emergency and who to ask if they need help. This will lead them into using their existing knowledge of how to keep safe at home to help them to recognise which household objects are safe or dangerous to use.

Throughout the year, we will continue to encourage our children to share their ideas and opinions in group and class discussions, and will teach them to listen with respect to others. Having considered what their own strengths and interests are in previous years, they will move on to explore the interests that they have in common with others and will learn the importance of respecting and appreciating their differences in interests. Their cultural experiences will grow further, having learnt songs from different cultures in Year 1 to learning dances from different cultures in Year 2.

During their final term in Year 2, the children will learn about healthy lifestyle choices. Their learning about simple difference between girl and boy babies in Year 1 will be extended to learning about gender stereotyping, and knowing that a male and female are needed to produce offspring. They will be taught that there are parts of the body that are private and will learn what to do if someone does or says something that makes them feel uncomfortable.

To support their transition into Year 3, opportunities will be provided to encourage the children to develop greater independence in attempting tasks, taking on classroom responsibilities without needing guidance, working in groups without adult support and sharing their ideas and opinions with confidence. An early transition is started for pupils who may have particular needs or anxieties to facilitate the process and provide the support they require.

3.5 How we teach RSHE & WWO

RSHE will be taught-

- through dedicated RSHE & WWO sessions, as well as planned opportunities for collaborative learning across the curriculum.
- through whole school assembly themes which are shared on our fortnightly newsletters, class assemblies and visitors into our school e.g. NSPCC assembly.
- by our teaching staff, who will deliver the curriculum. This may also include specialist visitors such as the local fire brigade.
- through specific resources to aid learning for all.
- sensitively without our personal belief and attitude compromising the learning.
- by Staff who are regularly updated and team teaching will take place when or if support is required.

Teaching methods promoted are:

- Group or class brainstorming
- Draw-and-write activities
- Responding to and interpreting an incident or story
- Using photographs or pictures to stimulate discussion

3.6 Assessment

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

3.7 Responding to pupils' questions

Although less likely in an infant school, there will always be the potential for sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive

space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions through the use of an anonymous 'ask-it-basket' in year 2. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

4 SMSC (Spiritual, moral, social and cultural development)

4.1 Spiritual development is concerned with finding purposes for life and the values by which to live. WWO, alongside Religious Education, promotes the following values in contexts which have meaning and purpose to the children. Through the RSHE & WWO curriculum, children will develop and sustain self-esteem; develop the early skills of critical thinking and independent thought; discuss their feelings and responses to their experiences; form and maintain friendships and take time to reflect on their own thought processes.

4.2 Moral development refers to pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. WWO promotes moral development by helping children to begin to be able to recognise the uniqueness of each individual; listen and respond appropriately to the views of others; begin to gain confidence to cope with setbacks and learn from mistakes; show consideration of others; know right from wrong, taking responsibility for their own actions; begin to develop for themselves a set of socially acceptable values and principles and set guidelines to govern their own behaviour;

4.3 Social development is the acquisition of the competences and qualities needed to play a full part in society. Through WWO as an integral part of our whole school ethos, children will work together in a variety of groups, partners, teams; begin to take responsibility e.g. school council, play leaders and engage in team work activities; begin to develop a sense of identity and learn about families and the relationships within; consider the needs and behaviour of others, showing empathy and respect; develop a sense of belonging whilst understanding that we are all different and this should be celebrated; learn to agree and disagree; learn to work and play cooperatively and collaboratively;

4.3 Cultural development is about increasing understanding and command of those beliefs, values, customs, knowledge and skills which taken together, form the basis of identity and cohesion in societies and groups. Children will through WWO and other curriculum areas (RE, History, PE) will begin to recognise and value richness of our diverse society & have the opportunity to engage in activities which support cultural awareness; celebrate the arts from around the world e.g. singing, artwork, dance; participate in a variety of educational visits and welcome visitors to the school; participate in assemblies and class activities to explore a range of themes, festivals, cultures and religions (e.g. singing at the Cathedral)

5 British values

Schools have a duty to promote the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Lancastrian promote British values through our teaching of WWO & RSHE in the following ways:

5.2 Democracy: making decisions together:

Children will be encouraged to know their view counts and will value each other's views/values, talking about their feelings;

When appropriate demonstrate democracy in action, for example, children sharing views on who should be school council members;

Explicitly teaching children to take turns, share and collaborate, and then giving the children the opportunity to apply those skills in a different context.

5.3 The rule of law: knowing that rules matter

Children are taught to understand their own and the behaviours of others and that certain behaviours have consequences.

Children, parents and school staff understand the schools approach to behaviour management (see behaviour policy)

Children create a class agreement at the start of each year, linked with the 'Lancastrian 5' (we make Lancastrian special by learning, resilience, being friend, caring, listening), which are displayed in some form in each classroom.

5.4 Individual Liberty: freedom for all-children should develop a positive sense of themselves.

WVO provides opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks and talking about their experiences and learning.

Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

5.5 Mutual respect: treat others as you want to be treated

WVO creates an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued.

Through WVO, children will acquire a tolerance and appreciation of and respect for their own and other cultures.

Through the curriculum, children will know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

WVO promotes the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staff promote diverse attitudes and challenge stereotypes, for example, by sharing stories that reflect and value the diversity of children's experiences and by providing resources and activities that challenge gender, cultural and racial stereotyping.

5 Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

Distancing techniques such as the use of characters within RSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will conduct RSHE 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 sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

6 Involving parents and carers

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers to develop awareness of emerging RSHE topics, for example by virtual or in person meetings or newsletters. The school also operates an open-door policy enabling parents to discuss RSHE related topics at relevant times throughout the school year.

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the

headteacher, making clear which aspects of the programme they do not wish their child to participate in. The head teacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said by the teacher (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory sex education. The school will document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

7 Links to other school policies and curriculum

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- Inclusion
- Safeguarding
- Teaching and learning
- Behaviour policy
- SEND

8 Review date and responsibilities

The local governing body monitors the impact of RSHE on an annual basis. The governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every 2 years or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for ***** responding to the needs of individual pupils.

Laura Turner is our RSHE/WWO subject lead and ***** our governor lead.