

Beddington Infants' School

Relationship & Health Education Policy (RHE)

"At Beddington Infants' School we teach RHE to become well rounded children with good communication skills, developing empathy for each other, our community and the natural world".

Learning Naturally at Beddington Infants' School
where every child will...



Our holistic approach is reflected in our aim that through genuine partnership with families, children leave Beddington Infants' School with these seven gifts.



INTENT

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve to his/her personal best. Our provision is inspired by the Italian **Reggio Emilia Approach**. It is an experiential provision for both children and adults.

'Tell me and I forget. Teach me and I remember. Involve me and I learn.'
Benjamin Franklin

Our holistic approach is reflected in our aim that children leave Beddington Infants' School with the following seven gifts:

Children

- are respected as individuals with something valuable to say,
- have a genuine input into the direction of their learning,
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life,
- are given a variety of opportunities to explore the world in which they live, inside and outside, developing positive attitudes to all weathers,
- are supported in developing positive relationships with children and adults across the school,
- are given regular, meaningful opportunities to express themselves.

Introduction

Personal, Emotional, Health and Economics Education (PSHE) has always been an integral part of our curriculum and the way in which we work at Beddington Infants' School. Whilst PSHE is not a statutory part of the curriculum, as of September 2021 new statutory guidance has been released; Relationships and Sex Education (RSE) and all schools must deliver this compulsory curriculum content.

As a Nursery and Infants only school, we have made a choice to merge the previous PSHE curriculum with the age relevant guidance from RSE. We have decided to call it Relationships and Health Education (RHE).

IMPLEMENTATION

At Beddington Infants' School, we believe that RHE should give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. In order to ensure up to date RHE coverage throughout our school we will be using aspects of a popular scheme called Jigsaw to complement our already strong provision.

In Early Years we cover the objectives set out in Personal Social Emotional Development aligning the objectives with the topics taught through Jigsaw in Key Stage 1.

RHE enhances, and is enhanced, by learning related to topics including appropriate behaviour; anti-bullying (being kind); keeping safe on and off line; keeping physically and mentally healthy, and the development of communication skills with peers, families and other adults. As a school these objectives are met through a graduated, age-appropriate programme of Relationships Education.

Aims for a blended PSHE and RSE education - RHE

Continuing with our strong emphasis of PSHE all children will:

- develop a sense of right and wrong,
- express their views & feelings in appropriate ways,
- develop self-reliance, self-discipline and consideration for others,
- have a positive attitude towards health and be encouraged to lead a safe and healthy lifestyle,
- achieve their physical, psychological and social potential and improve their self-esteem,
- acquire skills in decision-making,
- have a sense of responsibility in respect of individual and community health.
- prepare to play an active role as citizens,
- develop good relationships and respect the similarities and differences between people.

We aim to cover the fundamental building blocks set out in this statutory guidance through the appropriate headings: families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. As such pupils will be taught the following:

Families and people who care for me

- families are important for children growing up because they can give love, security and stability
- characteristics of healthy family life
- other families sometimes have similarities and differences with their own family, and pupils acknowledge and appreciate similarities, difference and diversity
- relationships are at the heart of happy families and are important for children's security as they grow up
- marriage represents a formal and legally recognised commitment of two people however two people can be committed to each other without having to be married
- 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
- characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

- 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
- they should show due respect to others, including those in positions of authority
- about different types of unkind behaviour
- what a stereotype is
- the importance of permission-seeking

Online relationships

- people sometimes behave differently online
- same principles apply to online relationships as to face-to-face relationships
- principles for keeping safe online

Being safe

- what sorts of boundaries are appropriate in friendships
- concept of privacy, including that it is not right to keep secrets if they relate to being safe
- each person's body belongs to them
- stranger danger
- how to recognise and report feelings of being unsafe or feeling bad about any adult and how to ask for advice or help for themselves or others

Beddington Infants' School does not aim to cover sex education. Our policy is to respond to individual questions and comments in an age appropriate and sensitive way, if possible, privately.

The school believes that with very young children it is the parents', or carers', role to deal with sexual issues, but the school needs to balance this through appropriate responses when children ask questions.

- It may be appropriate to inform parents/carers of a specific conversation.
- In the event of a large group, or class, being present when a question is asked, or a comment made, this should be addressed at the time. Any incorrect fact given by a child or children should be sensitively corrected.
- All information given should be anatomically correct (where appropriate to the situation).

The emphasis in our teaching of RHE is on:

- discussion of first hand experiences.
- encouraging children to take control of their actions and learning.
- encouraging children to use their knowledge in a variety of ways.
- encouraging children to understand the consequences of their actions.

Opportunities for curriculum enrichment in RHE

All pupils are offered opportunities to enrich their educational experience, and all are encouraged to take up as many as possible.

Some specific examples:

- Visits to the local Church and Mosque
- Visitors to the school from other faiths
- School council has representatives from Reception to Year 2, every child gets the opportunity to represent their class on a rota.
- After school clubs such as dance, cycling, football, multi-skills etc.
- Supporting fundraising both locally and globally e.g. Gift Box money, Children in Need

- Annual International Week
- Awe and Wonder Experiences: e.g. observing caterpillar cocoons until butterflies emerge.
- Eco-schools: Social awareness.

Excellence in RHE is celebrated:

- By sharing of learning in class and assembly
- By sharing personal achievements in extracurricular activities
- By sharing with parents
- With praise and encouragement

Strategies for ensuring progression and continuity

Planning in RHE is a process in which all staff is involved. It includes:

- adapted long, medium and short-term plans supported by lessons provided by Jigsaw ensuring coverage. The whole school works on the same topic (or puzzle piece) at a differentiated level.
- year groups review and adapt the next puzzle piece in advance of starting the topic.
- Jigsaw is updated on a regular basis ensuring we have up to date knowledge of curriculum requirements.
- plans are checked half-termly by the senior leaders.

The role of the RHE leader is to:

- take the lead in policy development and implementation of schemes of work to ensure continuity and progression.
- monitor the planning, teaching and attainment of RHE and support colleagues where necessary.
- monitor progress and advise the head teacher of action needed.
- take responsibility for ordering and organising resources.
- keep up to date with developments in RHE and disseminate developments to colleagues.
- liaise with staff to help organise visits by charities to assemblies or specific year groups.
- attend relevant training and network meetings.

Feedback to pupils about their learning

- is often done while a task is carried out through discussion between child and teacher.
- should be positive, constructive and help children to learn, not find fault.

Formative assessment is used to guide the progress of individual pupils in RHE.

Suitable tasks for assessment in RHE include:

- annotated learning
- specific assignments
- individual or group discussions

- self-appraisal

The assessment of individual pupil performance in RHE is not easy. However, knowledge and understanding can be assessed through various forms of written learning or practical activity e.g. drama, open-ended activities and discussions.

Liaison with families

- Home visits take place before starting school for both Nursery & Reception families.
- Daily opportunities for communication between families and staff.
- There should be constructive consultation with parents as the need arises.

Reporting to families occurs formally and informally through:

- Parents' Evenings (3 per year)
- Reports (sent out in the Summer Term)

Resources used include:

- Jigsaw – complete resources for Years 1 & 2 available online
- EYFS curriculum
- All adults in school
- The library including specialist books.
- Material from specialist visitors and organisations

Equal Opportunities

In the delivery of RHE, we are mindful of all protected characteristics. We aim to offer a non-sexist and non-racist RHE curriculum, which is appropriate and accessible to the needs and abilities of all pupils, valuing family and cultural diversity.

Staff Development

Senior management and the RHE leader will support and develop the RHE teaching skills of staff through various INSET programmes within school and at other venues.

In promoting RHE, sensitive and controversial issues will arise either incidentally or as a planned element of the learning. Where this happens, teachers need to be fully aware of, and should follow, relevant school guidelines and local education authority policies.

The Relationship and Health Education Policy is interwoven with the ethos of the school, please see:

- ❖ Behaviour and Welfare Policy
- ❖ Foundation Stage Policy
- ❖ Equal Opportunities Policy
- ❖ Teaching and Learning Policy
- ❖ Confidentiality Agreement

There is no legal requirement for Sex Education to be taught in primary schools. According to what is expected from Key Stage 1 children from the National Curriculum;

‘notice that animals, including humans, have offspring which grow into adults’

According to what is expected of Year 2 children;

‘They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.’

As for all National Curriculum subjects, parents are not entitled to withdraw their children from this teaching.

The Governors believe the following ‘building blocks’ are part of Personal Social and Health Education and provide the foundation for children’s later Sex Education.

IMPACT

By the End of EYFS children will be able to

Self-regulation

- show an understanding of their own feelings and those of others
- set and work towards simple goals
- give focused attention to what the teacher says, responding appropriately even
- when engaged in a different challenge
- show an ability to follow instructions involving several ideas or actions.

Managing Self

- be confident to try new activities and show independence
- explain the reasons for rules and follow them
- manage their own basic hygiene

Build Relationships

- work and play cooperatively and take turns with others
- form positive attachments to adults and friends
- show sensitivity to their own and to others’ needs.

By the end of Key Stage 1 all children will leave Beddington Infants’ knowing:

- what friendship is, what family means and who the people are who can support them.
- how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- the need for personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate contact.

- the features of healthy friendships, family relationships and other relationships they are likely to encounter.
- online safety and appropriate behaviour when sharing information online.
- families of many forms provide a nurturing environment for children (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures).
- strong and positive relationships with others depend on positive character traits and personal attributes (referred to as 'virtues').
- and understanding the importance of self-respect and self-worth, pupils develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Policy updated: March 2023

Review: March 2024