



Chater Infant School

**An exceptionally high performing
professional and learning culture creating
excellent achievement for all.**

Remembered for All the Right Reasons

Relationships and Health Education Policy

Rights Respecting School Agenda

*We have the right to go to school
We have the right to learn.*

Article 3 - The best interests of the child must be a top priority in all actions concerning children
Article 28 - Every child has the right to an education (from the National Convention on Rights of
the Child)

***This policy will be equality impact assessed with regard to disability, gender and race
at the time of review and issues arising will be carried forward into the equality action
plan.***

Date agreed: June 2020

Date of next review: June 2021

Rights Respecting School Agenda

As a Rights Respecting School, there are six articles that are integral to our Relationships and Health Education Policy:

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 12 – Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 17- Every child has the right to get information in lots of different ways, as long as it is safe.

Article 19 – Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else that looks after them.

Article 28 - Every child has the right to an education

Article 34 – Government must protect children from sexual abuse and exploitation.

(from the National Convention on the Rights of the Child)

These six articles have been simplified for the Chater Infant School Charter for children to follow;

Article 2- The convention applies to everyone: whatever their race, religion or abilities. Whatever they think or say, whatever type of family they come from.

We have the right to learn.

Introduction

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Effective Relationships and Health Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Development of Relationships and Health Education Policy

This policy was written by the Personal, Social and Health Education (PSHE) Subject Leader in collaboration with the headteacher and other members of the teaching staff team. Stakeholders have been involved in the review and development process of this policy. **Parents and carers** were provided with the opportunity to get involved through a questionnaire and meetings when the contents of this policy was discussed. **Staff and governors** helped to formulate and agree this policy. **Pupils** have been involved through class discussions, individual conversations and questionnaires.

This policy should be read in conjunction with Child Protection, Equalities Scheme, PSHE and Science Policies.

Statement of Intent

At Chater Infant School we aim to provide children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. A key part of this relates to relationships and health education which must be delivered to every primary aged child. We feel that it is vital that our children learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

We will create a learning environment in which every child is given the knowledge they need to begin to make informed decisions about their wellbeing, health and relationships. This will support them to develop their feelings of self-worth and confidence especially in relation to others. This will include developing the skills, attitudes, values and behavior to enable pupils to:

- Reflect on their own experiences;
- Form meaningful relationships;
- Have respect for their own and others' bodies;
- Value themselves and others as unique individuals;
- Keep themselves and others healthy and safe;
- Communicate and work well with others;
- Develop assertiveness to vocalise when they do not feel safe;
- Know how and where to gain information and support when they need it;
- Develop into active and responsible members of the community and global citizens.

Equality

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive Relationship and Health Education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.” “Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

The role of the School

This school is aware that the primary role in children's Relationship and Health Education lies with parents and carers. We wish to build a positive and supporting

relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we will:

- Inform parents about the school's Relationship and Health Education policy and practice;
- Answer any questions that parents may have about the Relationship and Health Education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy;
- Will share with parents the termly plan for teaching alongside vocabulary that will be taught via the parent leaflet handed out at the start of each half term in Year 1 and Year 2. There is also information given on the lesson taught that week on the weekly newsletter for all children.

Parents and parental rights.

We believe that to successfully teach Relationship and Health Education the parents and school need to work together. This will work towards our common goal to have children grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents in the following ways:

- All new parents to our school will be given information about the Relationship and Health Education as part of their induction to the school, including information of how they can get a copy of this policy;
- We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. This can be found on the half termly parent leaflet and on the weekly newsletter;
- Before the lessons are delivered in school, we will send home information to parents to inform them of the lessons being delivered;
- If parents have any concerns, special circumstances we should be aware of, or would like any further information the class teacher will be available to speak to after school or an appointment can be made to discuss this with the Headteacher;
- We recognise under the new draft guidance for Relationship Education, Relationship & Sex Education and Health Education (DfE 2019), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the National Curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age as part of the science curriculum.

There is no right to withdraw from the national curriculum.

CONFIDENTIALITY

Teachers conduct Relationship and Health 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 sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of safeguarding. Staff record concerns using the CPOM online facility and to raise concerns with the Designated Senior Person (*see appendix 2 on CPOM guidelines*)

Roles and Responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes;
- Ensuring the curriculum is well led, effectively managed and well planned;
- Evaluating the quality of provision through regular and effective self-evaluation;
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND;
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn;
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Headteacher is responsible for:

- The overall implementation of this policy;
- Ensuring staff are suitably trained to deliver the subjects;
- Ensuring that parents are fully informed of this policy;
- Reporting to the governing board on the effectiveness of this policy;
- Reviewing this policy on an annual basis.

The PSHE Subject Leader is responsible for:

- Overseeing the delivery of the Relationships and Health Education Curriculum alongside the Science Subject Leader;
- Ensuring the subjects are age-appropriate and high-quality;
- Ensuring teachers are provided with adequate resources to support teaching of the subjects;
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum;
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils;
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

All teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements;
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils;

- Ensuring they do not express personal views or beliefs when delivering the programme;
- Modelling positive attitudes to relationships and health education;
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policies;
- Acting in accordance with planning, monitoring and assessment requirements for the subjects;
- Liaising with the Special Educational Needs Co-ordinator (SENCO) and Designated Senior Person (DSP) to identify and respond to individual needs of pupils with SEND.

Teaching and Learning and organisation of the curriculum

Relationship Education should not be taught in isolation but should be firmly embedded within the framework of the National Curriculum and Personal, Social and Health Education (PSHE).

The main Relationship and Health Education teaching is incorporated in our PSHE curriculum and we also teach some Relationship Education through assemblies and Science.

Within the National Curriculum for Key Stage One (Year 1 and Year 2) for Science, children will be taught:

- That animals, including humans are part of a life cycle, and they move, feed, grow, use their senses and reproduce;
- To name and draw the main external parts of the human body including 'private parts';
- That humans grow from babies into children and then into adults, and that adults can produce babies;
- To recognise similarities and differences between themselves and other pupils;
- To describe the importance for humans to exercise, eating a variety of food and keep hygienically clean.

In PSHE and Relationships and Health Education we teach children about relationships and change and growth and we encourage children to discuss issues and share their feelings. Children's questions may arise at any time and are dealt with in an honest, sensitive and age appropriate way. The class teacher has a vital role in this. Issues are never forced but every opportunity is taken to prevent misunderstanding and confusion. We recognise that young children will use language which is not necessarily biologically correct but is age appropriate.

From Year 1 we will be teaching the scientific external body part names such as penis, testicle, vagina and buttocks.

PSHE learning outline below.

		Nursery	Reception	Year 1	Year 2
		Personal, Social and Emotional Development (PSED) SELF CONFIDENCE AND SELF AWARENESS MANAGING FEELINGS AND BEHAVIOUR MAKING RELATIONSHIPS.			
Autumn 1	Good to be me	I understand how it feels to belong and that we are similar and different I am starting to understand children's rights and this means we should all be allowed to learn and play Creating class charter. Beginning to know Rights	I understand how it feels to belong and that we are similar and different I am starting to understand children's rights and this means we should all be allowed to learn and play Creating class charter. Beginning to know Rights	I understand how it feels to belong and that we are similar and different I am starting to understand children's rights and this means we should all be allowed to learn and play I can recognise the choices I make and understand the consequences Creating class charter. Beginning to know Rights	I understand how it feels to belong and that we are similar and different I am starting to understand children's rights and this means we should all be allowed to learn and play I can listen to other people and contribute my own ideas about rewards and consequences Creating class charter. Beginning to know Rights
Autumn 2	Celebrating Including anti bullying.	I can tell you one way I am special and unique I know that all families are different	I can identify something I am good at and understand everyone is good at different things	I can tell you some ways I am different from my friends	I can identify some ways in which my friend is different from me
Spring 1	Going for Goals	I understand what a challenge means I can keep	I understand that if I persevere I can tackle challenges	I can tell you how I felt when I succeeded in a new challenge and	I can explain some of the ways I worked cooperatively in my group to

		trying until I can do something		how I celebrated it	create the end product
Spring 2	Healthy Me	I know the names for some parts of my body and am starting to understand that I need to be active to be healthy	I understand that I need to exercise to keep my body healthy	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can make some healthy snacks and explain why they are good for my body
Summer 1	Relationships	I can tell you about my family	I can identify some of the jobs I do in my family and how I feel like I belong	I can tell you why I appreciate someone who is special to me	I can identify some of the things that cause conflict between me and my friends
Summer 2	Change	I understand that we all start as babies and grow into children and then adults and appreciate that some parts of my body are private	I can name parts of the body and appreciate that some parts of my body are private	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, buttocks and appreciate that some parts of my body are private	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, buttocks) and appreciate that some parts of my body are private

Staff training

Staff will receive training as to how to deliver the lessons using the appropriate age related language. Staff will also receive training in how to deal with children's questions age appropriately. This will be done consistently across the school.

MONITORING AND REVIEW

The provision of Relationship and Health Education will be monitored by the Governors through the Head's termly reports and the Safety in School Governors Group.

All parents will have an opportunity to view any material which is planned to be shared with the children. This policy will be made available for parents to view.

Appendix 1 Science Naming of body parts

	Nursery	Reception	Year 1	Year 2
	<p>I can name parts of the body</p> <p>Head, eyes, ears, mouth, nose, chin, neck, shoulders, arms, elbow, wrist, hand, Fingers chest, stomach, hips, legs, knees, ankles, feet, toes.</p>	<p>I can name parts of the body</p> <p>Head, eyes, ears, mouth, nose, chin, neck, shoulders, arms, elbow, wrist, hand, fingers, chest, stomach, hips, legs, knees, ankles, feet, toes.</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these:</p> <p>penis, testicles, vagina, buttocks</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body: penis, testicles, vagina, buttocks</p>

Appendix 2 CPOMS checklist

CPOMS checklist (and tips)
1. When? (date and time)
2. Where?
3. Who?
4. What?
5. Keep it factual
6. Use bullet points if necessary
7. Keep it in chronological order
8. Add any actions that have been carried out
9. Good use of English (grammar, punctuation, spelling)
10. Tick the correct box(es)
11. Inform relevant staff members
Remember once the incident has been saved, it cannot be easily edited or changed. It is a professional document that parents can ask for (GDPR) and may form part of a report to external agencies and other professionals