



# **Relationships Education, Relationships and Sex Education (RSE) & Health Education Policy**

**(RSHE)**

**With broader Personal, Social, Health Education (PSHE) embedded within**

## **Consett Infant School**

**This policy is written in line with current DfE RSHE statutory guidance**



Date approved/adopted	policy	
Next review date		
Approved by:		
Head teacher		
Governor		



## Outline

### Primary Relationships, Sex Education & Health Education Policy Guidance

#### 1. This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Guidance, 2018
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
- Prevent Strategy

This policy should be read in conjunction with:

- E-safety/Online Policy
- Anti-bullying/Behaviour Policy
- Behaviour and Discipline Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy
- PSHE Policy
- Promoting Mental Health and Resilience Policy
- Drugs Policy
- SEND and Inclusion Policy

#### 2. The engagement and consultation process has involved:

- Pupil focus groups / school council
- Consultation and engagement with parents / carers – Remote or in person,
- Parent questionnaire and survey samples
- Review of RSHE curriculum content with staff, pupils and parents /carers
- Consultation with wider school community e.g. school nurse, Education Durham
- Consultation, agreement and implementation of policy by school governors
- Publication of policy within school parent information (school website etc)

**This policy has been written using a template that has been developed with regard to the DfE Relationships Education, Relationships and Sex Education and Health Education guidance 2019. (RSHE) Ensuring the delivery of Relationship Education and Health Education in our Infant phase school taking into consideration the later learning of our pupils into further primary and secondary schooling when they leave us by ensuring we understand later expectations from the guidance.**

### **3. Defining our RSHE Programme**

**Relationships Education** is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships. Our focus within our infant school is to promote positive friendships and healthy relationships of mutual respect and care.

**Relationships and Sex Education (RSE)** is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes. Within our infant school the content focus is upon healthy friendship groups and respectful interactions. We wish to focus on the safety of all our children by giving them the appropriate skills to disclose behaviours that may not be appropriate. Our children will be able to name body parts in an age-appropriate fashion (see later details) for instance to safeguard children, giving them the skills and voice to report concerns or abuse, with the vocabulary and confidence needed to do so.

#### **Health Education – Physical Health and Mental Wellbeing**

The focus in primary should be on teaching the characteristics of good physical health and mental wellbeing. Puberty including menstruation should be covered in Health Education and addressed before the onset of puberty. This should ensure male and female pupils are prepared for changes they and their peers will experience. Within our infant school our focus is on the health and wellbeing agenda outlined below but we are aware of conversations that may occur when pupils have older siblings experiencing changes during puberty. We will always consult parents where queries are raised from our pupils.

There should be a clear progression of what is **Relationships Education, Relationships and Sex Education and Health Education (RSHE) at primary school** through to RSHE in secondary school and we are aware of our contribution at this early stage.

#### **Pupils with special educational needs and disabilities (SEND)**

At Consett Infants;

We tailor content and teaching of RSHE to meet the specific needs of pupils at different development stages and use a successive learning approach to ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law and the statutory requirements.

#### **Our PSHE (and combined RSHE) INTENT**

Consett Infant School is concerned about the welfare and safety of all its pupils and seeks to create a positive learning environment where pupils feel secure, valued, listened to, and have a sense of belonging. At Consett Infant School we are committed to the development of children's social and emotional skills, children's self-esteem and their health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school and the local and global community. Our vision is for the entire school community to be kind and respectful, resilient and happy.

#### **4. Principles and Values –**

In addition, Consett Infants believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- Be an embedded learning opportunity across every day and school life
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. Family is a broad concept; not just one model, e.g. children living with blended families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any family structure. The important values are love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.
- Our main focus is to support pupils for living in a modern world.

**RSHE has three main elements:**

##### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- learning about the nurture of children.

- Learning the value of and demonstrating respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships including online with friends, peers and adults.
- challenging myths, misconceptions and false assumptions about normal behaviour.
- To develop knowledge and understanding of British values and how these impact lives in our community.

### **Personal and Social Skills**

- learning to manage emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their family, peers and adults, interacting online.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

### **Knowledge and Understanding**

- know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Know that bodies grow and mature and there may be changes in our older siblings.

## **5. Aims and Objectives**

The aim of RSHE at Consett Infants is to provide balanced factual information about physical and emotional changes, together with consideration of the broader age appropriate emotional, ethical, religious, and moral dimensions of living in a modern world. Our RSHE programme aims to prepare pupils for an adult life with appropriate content, suitable to pupils at their early phase of learning at our school in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- understand the importance of self-efficacy and democracy.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of friendship and later relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.

- avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- understand seeking permission and consent.
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people. Supported through the variety of text and stories for instance representing all gender.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

## **IMPLEMENTATION**

PSHE education in our school will take account of pupil's prior learning and experiences. It has a rich body of knowledge taught through topics.

The curriculum will demonstrate appropriate subject knowledge, skills and understanding to fulfil the duties of the Relations Education (RE), Relationship and Sex Education (RSE) and Health Education (HE) whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life. We aim for the PSHE curriculum to be delivered in a fun and stimulating way and in a way that ensures learning remains with the children and carries right through into their adult life. PSHE is integral to the development of children's values for them to become a positive citizen in a forever changing community.

At Consett Infant School, our PSHE curriculum is designed to provide children with the best possible opportunities to utilise first-hand experience and share good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils.

At Consett Infant School PSHE plays a vital part of our curriculum education and we aim for it to be taught at least weekly. This enables staff to ensure full coverage of PSHE, RSE and Jigsaw Program which is taught in their year group from Foundation Stage through to Year 2. There are also occasions where teachers may feel it necessary to teach PSHE as a result of an issue that has arisen in their own class or in school. PSHE is an important part of our school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. The children in our school have a range of family backgrounds and life experiences. It is important that we build upon these experiences to provide understanding of the diversity in our country as a whole in terms of race, religion, relationships. We want to develop tolerant, respectful young people, prepared for their future lives. PSHE also develops the understanding of health and fitness. In our school, we give children the knowledge to be able to make informed choices with regards to diet and exercise. In our increasingly technological world, the children in Consett Infant School use online resources frequently both in and outside of school. Our PSHE curriculum ensures all children are able to stay safe, making the correct choices about their use of technology.

## **6. Roles and Responsibilities**

At Consett Infants all teaching staff deliver the core content of the RSHE age appropriate statutory content amongst our broader meaningful PSHE curriculum.

PSHE and RSHE Subject lead is Lorraine Hall (2021) with responsibility for review and moderation along with the Headteacher; Julia Graham.

The named governor to support subject review and impact is Mrs S Powell.

The cross interconnecting content within computing and ICT included work alongside the lead Sarah Thomas.

Our safeguarding, SEND and Inclusion lead is Julia Graham.

## **7. Organisation and Content of RSHE**

Consett Infant School specifically delivers RSHE within a blend of curriculum timetabled focus including statutory RSHE content within our PSHE learning programme using the 'Jigsaw' scheme of work, termly wellbeing focus assemblies and events and an embedded whole school, every day, consistent approach in pupil expectations, behaviour etc supporting the implementation of PSHE (& RSHE) related skills that children develop.

Class teachers generally deliver the core content from the 'Jigsaw scheme of work'. School staff are usually the best people to work with the pupils on many of the RSHE topics as they are aware of each pupil's individual circumstances and can adapt the content structure and learning activities to support pupil need. Lessons are set within the wider context of the PSHE curriculum and link to our Science National Curriculum, taught in every year.

PSHE curriculum is also delivered with support from professionals if appropriate. Our school health care team support us where appropriate, and related RSE content, supporting pupils learning. We plan for regular visits, working well with local visitors from community, making appropriate links to enhance lessons and pupils' understanding of the workforce and people in our community (e.g local fire station, police etc).

Any RSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information and we will work well with parents to support all pupils.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the RSHE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSHE programme.

At Consett Infant School all staff will use ‘private parts’ and build towards scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are penis, vagina, testicle, breasts and pubic hair.

**8. Planning:**

Our Planning Framework is based around the Jigsaw Scheme of Work.

Jigsaw brings together PSHE and RSE Education, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and are mindful of each child’s preferred learning style. It is a whole school approach, with Reception, Year 1 and Year 2 working on the same theme each half term. Each theme (puzzle) starts with an introductory assembly, generating a whole school focus each half term.

It consists of six half term units of work (Puzzles), each containing six lessons (pieces) covering each academic year.

Every piece has two learning intentions, one specific to PSHE (including Relationships and Health Education), the other designed to develop emotional literacy and social skills.

Puzzles are launched with a whole school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially throughout the year.

The jigsaw program is progressive in skills and knowledge, building upon pupil learning and understanding over time, across and through year groups (see overview below).

	<b>YR</b>	<b>Y1</b>	<b>Y2</b>
<p><b>Autumn 1</b></p> <p><b>Being Me in My World</b></p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	<p>Self identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Owning the learning charter</p>	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>
<p><b>Autumn 2</b></p> <p><b>Celebrating Difference</b></p>	<p>Identifying talents Being special Families Where we live</p>	<p>Similarities and differences</p>	<p>Assumptions and stereotypes about gender</p>

Includes anti-bullying (cyber and homophobic bullying included) and diversity. Includes understanding my place in the class, school and global community as well as devising Learning Charters.	Making friends Standing up for yourself	Understanding bullying and knowing how to deal with it. Making new friends Celebrating the differences in everyone	Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends
<b>Spring 1</b>  <b>Dreams and Goals</b>  Includes goal-setting, aspirations for yourself and the world and working together.	Challenges Perseverance Goal – setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group Co-operation Contributing to and sharing success
<b>Spring 2</b>  <b>Healthy Me</b>  Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food
<b>Summer 1</b>  <b>Relationships</b>  Includes understanding friendship, family and other relationships, conflict resolution and communication skills.	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement  Being a good friend to myself Celebrating special relationships	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships
<b>Summer 2</b>  <b>Changing Me</b>  This puzzle includes sex and relationships education in the	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Life cycles – animal and human Changes in me Changes since being a baby	Life cycles in nature Growing from young to old Increasing independence

context of coping positively with change. (includes age-appropriate sex education)		Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
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## 9. Assessment & Learning

Within Consett Infant school, robust assessment is part of our effective practice. Assessment in PSHE is an ongoing, cyclical process where knowledge, skills and concepts are taught, practised and revisited in order to ensure that learning is secure and understanding is achieved.

As PSHE topics are delivered on a half termly basis, with the same overarching theme being covered in each year group, children's progress is tracked against set criteria as to what is expected within each unit of work for each Key Stage One year group. These criteria build upon one another throughout each age group so that children have a clearly defined skill and knowledge basis by the end of Foundation Stage and Key Stage One.

Formal assessment against determined criteria for each unit of work is recorded on a whole class record sheet for each year group. Codes, which are used consistently across all other foundation subjects, are also used in PSHE to determine whether each child has experience of or is working toward the assessment criteria, whether they are working at a given level or whether they are working above expectations.

Evidence for assessments are taken from discussions with children, recording of work in their Jigsaw Journals and also from whole class work where ideas and learning experiences are recorded in class floor books.

## 10. Blended and online learning whilst in school lockdown or potential 'bubble' burst remote learning needs.

Given the sensitivity of some aspects of RSHE and the importance of discrete teaching and handling of subject matter by staff, we do not feel that it is appropriate to teach this area distantly through remote learning.

However, should we experience a school lockdown or bubble closure of a particular group of children, staff are alert to the expectation that they monitor closely the well-being of children on their return and support them appropriately. This may be by adapting the content of the curriculum to deal with issues arising from lockdown e.g. loss of a loved one, feelings associated with not seeing relatives or experiencing normal life etc. Or through referral to out well-being activities within the Sunbeam Snug or to counselling sessions with Mrs Richardson.

Similarly, in the event of lockdown or bubble closure, Mrs Richardson and staff will be in regular contact with families to check on their well-being and give advice around behaviour techniques, managing emotions etc., as well as signposting to additional services where appropriate.

## **11. Inclusion**

### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

### *Pupils with Special Needs*

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

### *Gender, Identity and Sexual Orientation*

The RSHE lead should ensure that the content is fully integrated into their programme of study. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support as and when they arise.

## **12. Working with parents/carers and the wider community**

Here at Consett Infants we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access. They will be consulted about the content and coverage of this annually through online surveys.

## **13. Right to be excused from Sex Education**

Many schools will choose to cover some additional content on sex education which is tailored to the age and the physical and emotional maturity of their pupils. The school must make it clear what will be taught and consult with parents on what is to be covered. Offering parents support in talking to their children and informing them of the content can help empower parents to continue discussions at home and strengthen parental engagement.

There is no right to withdraw from Relationships Education or Health Education. Alternative arrangements and purposeful education would need to be made in such cases. Parents should be encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. The head teacher/RSHE lead will document the process and outcome. Parents/carers are welcome to review any RSHE resources the school uses and encouraged to ask questions to gain clarity when needed.

#### **14. Safeguarding reports of abuse and confidentiality**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class/group agreement. Any concerns regarding the safeguarding of children linked to any form of abuse will be reported to the Designated Safeguarding lead and acted on in line with our safeguarding procedures.

All professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

#### **15. IMPACT**

At Consett Infant School all children are exposed to high quality teaching, a carefully planned and designed PSHE curriculum and age-appropriate opportunities that contributes to deep learning. The most significant impact of our PSHE curriculum is that children are able to achieve their potential by ensuring their wellbeing is supported and that issues that can affect their ability to learn are tackled. A growing body of research shows that pupils who are emotionally healthy do better at school. We believe that a meaningful PSHE curriculum (and RSHE statutory content) is the key to children becoming confident, tolerant and well-rounded adults. From exposure to a range of global issues and problems, children can build up tolerance and a sense of responsibility of being a global citizen. It is our intention that the impact of our PSHE curriculum will help our children to become healthy, independent and responsible members of a society who are able to talk about their feelings, showing consideration for others, expressing their thinking in a clear, articulate and confident manner. This is the ultimate aspiration for children's PSHE learning in our school. We evaluate the impact of our implemented curriculum through ongoing assessment, moderation and review, against pupil outcomes.

#### **16. Pupil Assessment & Outcomes**

Ongoing pupil assessment through observation, interaction, and discussion on a daily basis as well as within lesson structures forms a clear understanding of our pupils needs and abilities. Formal assessment process and planning detailed in section 8 and 9 also take place above.

#### **17. Monitoring and Evaluation of RSHE (and PSHE)**

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team. This includes subject and SLT; learning walks, work scrutiny, planning review and subject audits.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's delivery of the RSHE and PSHE curriculum to support personal development and wellbeing of all pupils. They will review statutory content of RSHE within policy and quality provision (implementation).