

Carterhatch



Infant School

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Relationships, Sex and Health Education Policy

Written	November 2020
Agreed by Governors	November 2020
Consulted with Parents	December 2023
Reviewed	Annually
Last Review	December 2023 (No significant changes)
Next Review	December 2024

Statement of intent

At Carterhatch Infant School, we understand that we must start to provide children with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Schools also have the option to decide whether children are taught sex education, this will NOT be taught in Carterhatch Infant School due to the age of our children and the stage of their development.

Relationships education focuses on giving children the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping children with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our children. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

1. Legal framework

- 1.1. This policy has due regard to legislation and statutory guidance.

2. Roles and responsibilities

- 2.1. The governing body is responsible for:

- Ensuring all children 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 children with SEND.
- Providing clear information for parents on subject content.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

- 2.2. 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 body on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

- 2.3. The PSHCE lead is responsible for:

- Overseeing the delivery of the subjects.
- 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 children.
- Working with subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subject.

- 2.4. The appropriate staff 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 children.
- 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 Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.

- Liaising with the SENDCo to identify and respond to individual needs of children with SEND.
- Working with the Co-Heads to evaluate the quality of provision.

3. **Organisation of the curriculum**

- 3.1. Every primary school is required to deliver statutory relationships education and health education.
- 3.2. For the purpose of this policy, “**relationships education**” is defined as teaching children about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- 3.3. For the purpose of this policy, “**health education**” is defined as teaching children about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHCE curriculum.
- 3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- 3.6. The relationships and health curriculum takes into account the views of staff, children and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.7. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to childrens’ needs; for example, if there was a local prevalence of obesity, our curriculum would be tailored to address this issue.
- 3.8. We consult with parents, children and staff in the following ways:
 - Questionnaires and surveys
 - Focus groups
 - Meetings
 - Training sessions
 - Newsletters and letters
- 3.9. Any parent, member of staff or child wishing to provide feedback about the curriculum can do so at any time during the academic year by:
 - Organising a meeting with one the Co-Heads.
 - Emailing office@carterhatch-inf.enfield.sch.uk
 - Talking to a teacher who can then follow this up with Subject Leads and Co-Heads.
- 3.10. The school has organised a curriculum that is age-appropriate for children.

4. Consultation with parents

- 4.1. The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.
- 4.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in [section 3](#) of this policy.
- 4.3. Parents are provided with the following information:
 - The content of the relationships and health curriculum
 - The delivery of the relationships and health curriculum, including what is taught in each year group
- 4.4. The school aims to build positive relationships with parents by informing them in advance what will be taught, and giving them opportunities to raise any concerns with the school.
- 4.5. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

5. Relationships education overview

- 5.1. The school is free to determine, within the statutory curriculum content below, what children are taught during their time with us.
- 5.2. The school always considers the age and development of children when deciding what will be taught.
- 5.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge as they progress through school.

Families and people who care for me

- 5.4. Our curriculum covers the following:
 - That families are important for them growing up.
 - The characteristics of healthy family life,.
 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.
 - How to recognise if relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- 5.5. Our curriculum covers the following:
 - How important friendships are in making us feel happy and secure, and how people choose and make friends.
 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

- That most friendships have ups and downs.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

5.6. Our curriculum covers the following:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- The conventions of courtesy and manners.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive

Online relationships

5.7. Our curriculum covers the following:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

5.8. Our curriculum covers the following:

- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- Where to seek advice, for example, from their family, their school and other sources.

6. Health education overview

- 6.1. The school is free to determine, within the statutory curriculum content below, what children are taught during their time with us.
- 6.2. The school always considers the age and development of children when deciding what will be taught.
- 6.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge as they progress through school.
- 6.4. The focus at infant level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

- 6.5. Our curriculum covers the following:
 - That mental wellbeing is a normal part of daily life, in the same way as physical health.
 - That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
 - The scale of emotions that humans experience in response to different experiences and situations.
 - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
 - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
 - The benefits of physical exercise, time outdoors, community participation.
 - Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
 - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
 - Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
 - That it is common to experience doubt, concern and anxiousness and, for the many people who do, the problems can be resolved if the right support is made available.

Internet safety and harms

- 6.6. Our curriculum covers the following:
 - That for most people, the internet is an integral part of life and has many benefits.
 - The impact of positive and negative content online on their own and others' mental and physical wellbeing.
 - How to consider the effect of their online actions on others.
 - How to recognise and display respectful behaviour online.
 - The importance of keeping personal information private.
 - Why social media, some computer games and online gaming, for example, are age-restricted.
 - That the internet can also be a negative place where bullying and inappropriate behaviour can take place.

- Where and how to report concerns and get support with issues online.

Physical health and fitness

6.7. Our curriculum covers the following:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

6.8. Our curriculum covers the following:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of too much sugar on diet or health.

Health and prevention

6.9. By the end of Year 2, children will know:

- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.

7. Delivery of the curriculum

- 7.1. The relationships and health curriculum will be delivered as part of our PSHCE curriculum, mainly during 'Mindfulness Monday' sessions but also across the curriculum, i.e. science and P.E., in accordance with our Curriculum Rationale.
- 7.2. The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance children' learning.
- 7.3. Relationships and health education will be linked to the following subjects in particular:
 - **Science** – children learn about the main parts of the body and how a healthy diet benefits our growth.

- **Computing and ICT** – children learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, the benefits of rationing time spent online, how to keep personal information private and how to access help and support.
- **PE** –children explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** –children learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHCE** –children learn about respect and difference, values and characteristics of individuals.

8. Working with external experts

- 8.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy, e.g. Road Safety advisers, NSPCC.
- 8.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- 8.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 8.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the children.
- 8.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all children's needs, including those with Special Educational Needs or Disabilities.
- 8.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- 8.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

9. Equality and accessibility

- 9.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
 - Age
 - Sex or sexual orientation
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
- 9.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum, in line with our Accessibility Policy.

10. Withdrawing from the subjects

- 10.1. Relationships and health education are statutory for primary school children and parents **do not** have the right to withdraw their child from the subjects.

11. Staff training

- 11.1. All staff members at the school will undergo training as necessary to ensure they are up-to-date with the relationship and health education.

12. Monitoring quality

- 12.1. The Co-Heads are responsible for monitoring the quality of teaching and learning for the subjects.
- 12.2. The Co-Heads will conduct subject assessments, which will include a mixture of the following:
- Self-evaluations
 - Lesson observations
 - Topic feedback forms
 - Learning walks
 - Subject Review Days
 - Work scrutiny

The Co-Heads will report to the governing body on the quality of subjects and teaching and learning.

13. Monitoring and review

- 13.1. This policy will be reviewed on an annual basis by the Headteacher.
- 13.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or children, and issues in the school or local area that may need addressing.
- 13.3. The governing body is responsible for approving this policy.
- 13.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, children.