



**RELATIONSHIPS AND HEALTH EDUCATION
POLICY 2020**

LIONWOOD INFANT AND NURSERY SCHOOL

Signed:  on behalf of Trustees

Date: November 2020



All different. All equal. All learning.

Relationships and Health Education Policy

Policy context and rationale

This relationships and health education policy covers Lionwood Infant and Nursery School's approach to teaching relationships and health education (RHE). This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, Trustees and where relevant appropriate members of the wider community such as social workers, medical and faith leaders. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate curriculum. The RHE curriculum addresses relevant issues, informed by analysis of public health data and pupil priorities. This is not limited to but includes: teaching about young carers, dental hygiene, combatting gender stereotypes and teaching scientific names for genitalia in order to aid safeguarding. Consultation methods have included discussions and activities with pupils from each year group including those who have SEND. Pupils shared their views on what they thought they needed to learn in order to keep themselves safe, healthy and happy. Key needs identified were: learning about different families and ethnicities, managing feelings and social conflict, aspirations (careers and how to earn money) and how to stay safe online and in the home. Pupil consultation has been used to inform the creation of the school's RHE curriculum and this policy where appropriate.

Policy availability

Stakeholders can be informed about the policy through RHE consultation events or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting Miss Kingsley (Head of School) or by emailing officelians@istnorfolk.co.uk.

Policy values, aims and objectives

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

Our school's overarching aims and objectives for pupils are that RHE teaching provides pupils with the vital knowledge and skills they need to keep themselves healthy, happy and safe. RHE provides children with essential personal skills, such as team work, communication and resilience. This then aids social and individual development. RHE teaching supports personal wellbeing and tackles issues that can affect a child's ability to learn such as emotional or social difficulties. All skills are taught as is age and stage appropriate.

RHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RHE lessons. Our Trust ethos is '*All Different, All Equal, all Learning.*'

RHE is learning about the emotional, social and physical aspects of growing up, relationships and health in an age and stage appropriate manner. RHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their differences and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

Effective RHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions. They are also supported by a number of MPs and Lords. Our curriculum development has been supported by Educator Solutions.

Principles of effective RHE

RHE provision at Lionwood Infant and Nursery School:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across Early Years and Key Stage One.
- Is taught by staff regularly trained in RHE.
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and any influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and nurtures respect for different views.
- Includes learning about how to get help and treatment from sources such as the emergency services and other health services.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RHE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.

- Seeks pupils' views about RHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RHE curriculum. We do not use RHE as a means of promoting any form of sexual orientation over another.

Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's Equal Opportunities Policy (February 2020)

Teaching and learning

The RHE programme will be led by Mrs Redpath, taught by staff and supported by appropriate visitors and outside agencies. Staff involved in the delivery of RHE have received specialist training to ensure that pupils receive clear and consistent approaches to RHE throughout their time at Lionwood. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisals.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

RHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums (which are completed through a traffic light voting system), debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. The RHE and PSHE curriculum content will be taught under the name of 'Life Skills'. This is in order to make the learning intent clearer and more accessible to younger pupils.

Curriculum

The majority of our RHE curriculum is a statutory teaching requirement. In order to meet Relationships, Sex and Health Education (2019) curriculum content and The Equalities Act, 2010.

RHE 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. Our curriculum has been developed alongside guidance from the PSHE Association and Educator Solutions. Educator Solutions are a not-for-profit organisation based in Norfolk, who have long standing expertise within the education sector. RHE 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 RHE curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If drastic changes are made, 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. During lessons staff refer to RHE as 'life skills' when teaching the children. This is to enable learning to be accessible and age and stage appropriate. Ensuring children to understand the importance and purpose of the learning that is taking place.

<p><i>Relationships</i> Autumn 1 Spring 2</p>	<p><i>Families and people who care for me</i> <i>Caring friendships</i> <i>Respectful relationships</i> <i>Conflict resolution</i> <i>Respecting similarities and differences</i> <i>Safe touch</i></p>
<p><i>Health and Wellbeing</i> Autumn 2 Summer 1</p>	<p><i>Managing and identifying feelings</i> <i>Staying safe including online</i> <i>Privacy</i> <i>Healthy lifestyle (including smoking, alcohol, diet, exercise and mental wellbeing)</i> <i>Body parts</i></p>
<p><i>Living in the Wider World</i> Spring 1 Summer 2</p>	<p><i>Rights and Responsibilities</i> <i>Special people in our community</i> <i>First Aid</i> <i>Environmental protection</i> <i>Money</i> <i>Careers</i></p>

Assessment

Pupils' learning will be assessed at the end of every term 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 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 RHE teaching and learning will be monitored through pupil voice activities, RHE learning walks, lesson observations 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.

Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of RHE. 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 ask questions privately. 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.

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.

At the beginning of RHE teaching the class will discuss and create a 'working agreement'.

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

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RHE 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 designated safeguarding lead about their concerns. The designated safeguarding lead will then deal with the matter in line with our safeguarding incorporating child protection policy for the Trust.

Involving parents and carers

We believe that parents are the primary educators of their children in RHE and that RHE 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 through an annual meeting with SLT and the RHE lead teacher. In this meeting curriculum intent and content is discussed. It provides a valuable opportunity to develop awareness of emerging RHE topics, meet RHE leading teachers and review the resources being used as well as consider ways to build on

the learning at home, fostering strong channels of communication between parents/carers and their children. Parents will also be able to discuss RHE issues during parent's evenings and it will be included as part of their child's end of year report. The school is prepared answer any RHE questions throughout the year.

RHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. If a parent/ carer is concerned about any aspect of the RHE curriculum they should meet with the Head of School. The Head of School 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. All meetings of this nature must be recorded in writing.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Head of School 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 RHE education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links to other school policies and curriculum

This policy complements the following policies that can be found on our school and/or trust website:

- Anti-bullying
- Online Bullying
- Equality
- The Norwich Opportunity Area Inclusion Charter
- PSHE subject rationale
- Safeguarding incorporating child protection
- Teaching and Learning

Review date

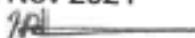
The local governing body monitors the impact of RHE on an annual basis. The Trustees give serious consideration to any comments, consultation and evidence of impact.

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 RHE 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 **November 2022**.

Agreed: Nov 2020

To be reviewed: At the latest Nov 2021

Head of School's signature: 

Date: Nov 2020

Chair of Trustees' signature



Date: Nov 2020

Support and guidance sought from Educator Solutions in the developing of this policy.



GLOSSARY OF TERMS AND ABBREVIATIONS

IST – Inclusive Schools Trust

RHE- Relationships Health Education

PSHE- Personal Social Health Economic Education

'Age and stage appropriate' – curriculum content is taught when educators feel children are emotionally and physically mature enough to access it.

Educator Solutions - Education Solutions are a not-for-profit organisation based in Norfolk, who have long standing expertise within the education sector.

PSHE Association – A nationally recognised association recommended by the Department of Education to support schools with the teaching of PSHE.