

# **Baddow Hall Infant School**



## **Relationships and Health Education Policy**

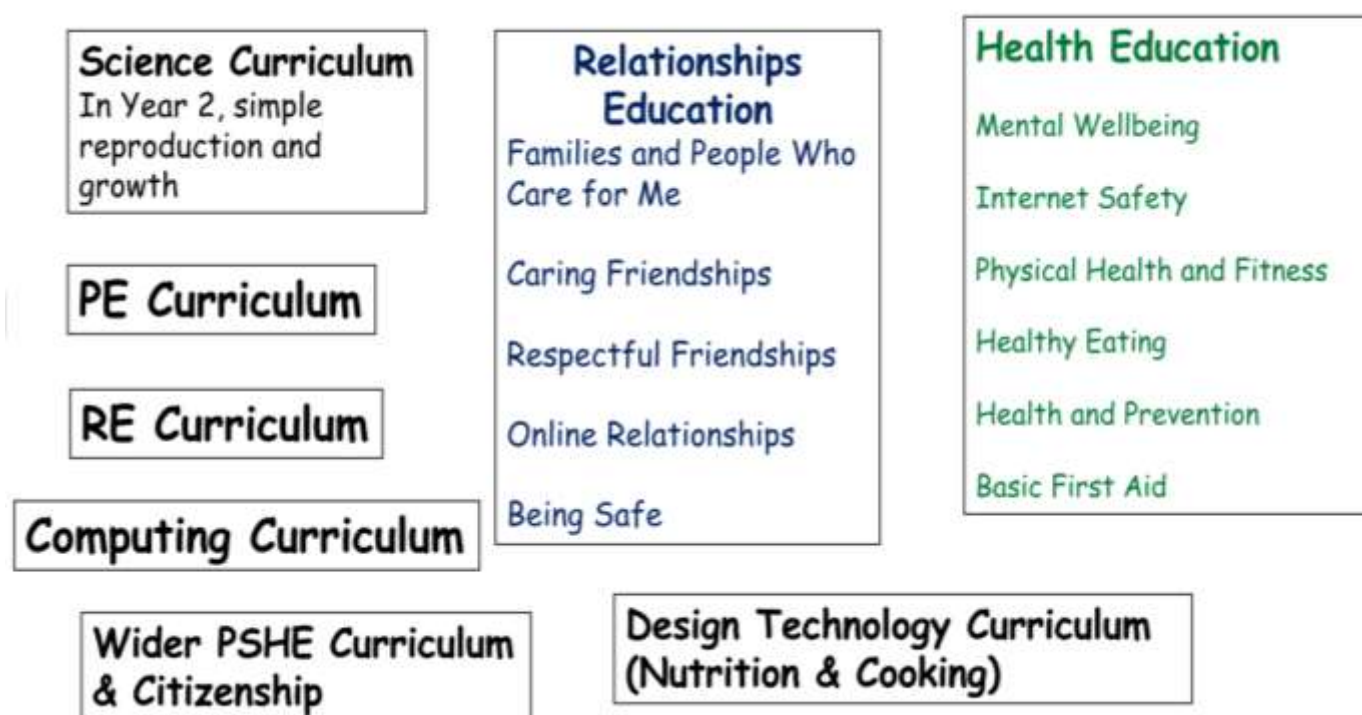
**Approved by Governing Body: March 2021**

**Review Date: March 2024**

At Baddow Hall Infant School we believe that our Personal, Social, Health and Economic (PSHE) education and Relationships and Health (RHE) curriculum will enable children to become healthier, more independent and more responsible and respectful members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. This enables the children to develop their own self-worth, build self-esteem, offer a positive support of sexual self-acceptance and mutual respect. Children are taught about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

### Intent

The RHE (Relationships and Health Education) curriculum overlaps many different subjects and at Baddow Hall Infant School we will teach the RHE curriculum through:



At Baddow Hall Infant School our aim is that all children will have the opportunity:

- To have the confidence and self-esteem to value themselves and others
- To have an understanding that is relevant and dependent of their age so that they are equipped with the knowledge they need for the level of maturity they are at
- To understand about the range of relationships; e.g. marriage and civil partnerships, including the importance of family
- To discuss beliefs and highlight misconceptions and to listen to the views of others; including those of different religious beliefs
- To develop confidence in talking, listening and thinking about feelings and relationships
- To understand the consequences of their actions and behave responsibly within relationships and towards others of different racial groups, disabilities and gender
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To make sensible choices about what to do in particular situations
- To manage relationships with friends confidently and effectively
- To act responsibly and respectfully as individuals and as members of groups to visitors, to adults and to each other
- To have the knowledge, skills and motivation necessary to equip them for a healthy lifestyle
- To develop a whole school ethos of health and mental well-being

## **Implementation of Relationships and Health Education**

We use a variety of teaching and learning styles in PSHE and RHE lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in a wide variety of role play, active class discussions, mind mapping, displays, photographs, audio visual aids, circle time, fiction and non-fiction texts and visits and visitors. We encourage the children to be curious, ask, as well as answer questions. The teaching of Relationships and Health can also be taught through Science, PE, RE, Design and Technology and Computing lessons.

We recognise that in all classes children have a wide range of background knowledge and understanding, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping children by ability in the classroom, and setting different tasks for each ability group;
- providing resources of different complexity, matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children;
- Continued teacher assessment of individual children (which is recorded on Target Tracker termly).

### **PSHE and RHE curriculum planning**

The National Curriculum 2014 forms the basis for PSHE curriculum planning and we are required to teach RHE (Relationships and Health Education) as part of the Revised Department for Education statutory guidance. It states that from September 2020 the subjects become compulsory and by the start of the summer term 2021, all schools must deliver Relationships Education and Health Education (in primary schools).

We carry out our curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan maps the PSHE/RHE topics studied in each term during the key stage. The staff have discussed this as part of the National Curriculum planning for our school in conjunction with teaching colleagues in each year group.

Our medium-term plans, give details of each unit of work for each term. The PSHE/RHE subject leader keeps and reviews these plans.

The class teacher is responsible for planning the daily lesson plans (short-term plans). These plans identify specific learning objectives and expected outcomes of each lesson. The class teacher plans these lessons in conjunction with their year group colleagues.

We have planned the topics in PSHE/RHE so that they build on prior learning and the children's own individual experiences. We ensure that there are opportunities for children of all abilities to develop their understanding, confidence and knowledge.

### **Impact**

Assessment in RHE (Relationships and Health Education) should:

- Be planned from the beginning as an integral part of teaching and learning

- Involve children in discussions about learning objectives and desired outcomes

Teachers may use the following methods to assess learning:

- Self-assessment, with pupils using the school traffic light system

- Teacher assessment, with teachers observing and listening to the pupils' responses, assessing their written work, drawings, role-play or drama

### **Safeguarding**

Teachers are aware that effective RHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue therefore

teachers will consult immediately with the designated safeguarding lead and in her absence their deputy if this the case and should then follow the school's child protection procedures.

Due to the nature of PSHE/RHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

### **Legislation (statutory regulations and guidance)**

Please note that at Baddow Hall Infant School due to the age and maturity of our children we will **not** be teaching Sex Education and this will be addressed by Baddow Hall Junior School in Year 5 and 6.

Guidance on withdrawing pupils from RSHE (Relationships, Sex and Health Education)

The information below has been directly taken from the DFE.

The DFE in 2019 states that:

We are **not** introducing compulsory sex education at primary school. We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships. Some primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

Parents **will have a right to withdraw their child from sex education** delivered as part of RSE (Relationships, Sex Education), which unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education, the school should make arrangements for this to happen in one of the three terms.

There is **no right** to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. Further more detailed answers can be found; [https://consult.education.gov.uk/pshe/relationships-education-rse-healtheducation/supporting\\_documents/RSEPSHEFAQs.pdf](https://consult.education.gov.uk/pshe/relationships-education-rse-healtheducation/supporting_documents/RSEPSHEFAQs.pdf)

### **Monitoring and review**

It is the responsibility of the subject leader to monitor the standards of children's work and the quality of teaching in PSHE/RHE. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for PSHE/RHE in the school. The subject leader reports to the Head teacher and Governing Body about progress made in PSHE/RHE and indicates areas for further improvement. The governor responsible for PSHE/RHE visits the school in a monitoring capacity.

As a whole staff we will continue to seek ways to improve the PSHE/RHE curriculum to best meet the needs of the children at Baddow Hall Infant School.