

# Polesden Lacey Infant School



## Relationships, Sex and Health Education

Status	Statutory
Review cycle	3 years
Date written / last review	March 2024
Date of review	March 2027

Signed Chair of Governors

Date

Signed Headteacher

Date

## **POLEDSEN LACEY INFANTSCHOOL RELATIONSHIPS, SEX and HEALTH EDUCATION POLICY (RSHE)**

### **Statement of Intent**

We define Relationships, Sex and Health Education as the curriculum used to encompass many aspects of the Personal, Social, Health Education (PSHE) curriculum as well as contributing to promoting the spiritual, moral, cultural, mental and physical development of pupils. Our school policy on RSHE is based on the Department for Education (DfE) Relationships Education, Relationships and Sex Education (RSHE) and Health Education (2019).

The DfE provides the following definition in its guidance:

‘It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance...for family life, of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.’ Although we do not teach about sex, sexuality or sexual health we believe that the work we do at Polesden Lacey Infant School provides a firm foundation which prepares our pupils to learn about these at a later stage.

The intent of our Relationships, Sex and Health Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

Our programme aims to provide the basis for an ongoing programme of RSHE that begins in Reception and continues through to Year 2 that will assist children to:

- Develop the children’s love and respect for themselves
- Develop positive values and a moral framework that will guide pupils’ decisions, judgements and behaviour as they move into adolescence and adulthood
- Understand the consequences of their actions and behave responsibly within all relationships
- Have the confidence and self-esteem to value themselves and others and to have respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Avoid being exploited or exploiting others
- Avoid being pressurised into behaviours or situations they do not feel comfortable with
- Show respect for their own bodies and other people’s
- Recognise their emotions and express them effectively and appropriately
- Understand the importance of family life for all and, in particular in the development of a child
- Recognise and respect that different people make different decisions about the relationships they choose to enter into
- Understand the importance of maintaining both physical and mental health and know ways to help them live healthy lives.

### **Legal Requirements**

From September 2020, The Relationships Education, RSHE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. At Polesden Lacey Infant School, relationships and sex education continues to be a fundamental part of our pupil’s personal, social and health education (PSHE).

## **Equal Opportunities statement**

We are committed to giving all of our children every opportunity to achieve the highest of standards. We recognise and promote the individuality of our children in line with the requirements of the Equality Act 2010.

## **Special education needs and learning differences**

At Polesden Lacey Infant School, we aim to provide RSHE lessons that are accessible to all pupils. We recognise that pupils have different needs based on their emotional and physical development, life experiences, and learning differences. Pupils with special educational needs and disabilities will be supported to enable them to fully participate in RSHE lessons. Teachers plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. A differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding

## **Implementation of RSHE**

The PSHE Subject Leader is responsible (in collaboration with the class teachers) for leading and implementing any changes in the RSHE policy.

## **What does RSHE mean in our school and for our pupils?**

RSHE is always taught with due regard to moral and legal considerations and within the explicit values of family life and committed, supportive relationships. We recognise that family units may be made up in different ways. For example, single parents, divorced families, nuclear families, same sex partnerships, adopted children, extended or bereaved families or step families. All different family structures will be valued equally and children will be encouraged to share what is positive about their family and to feel those contributions have equal weight. It is taught by teachers who are experienced and have been specifically trained – through our continuing professional development programme – in this aspect of education. Where appropriate, outside agencies will be used to support the teaching and to help ensure parents have the information they need to support their children with the concepts which are covered within RSHE.

The teachers will use a variety of learning approaches and teaching methods which encourage pupils to participate, question and communicate. These include the use of visual resources to support their teaching of RSHE including resources from the NSPCC PANTS campaign and the PSHE Association, Stonewall, fact and fiction books, small group discussions, role play, discussions and pupils carrying out their own research.

In line with recommended good practice in RSHE, our programme will be planned to ensure children develop attitudes and beliefs, skills, and the knowledge and understanding which can help support their grasp of the concepts being taught.

These will include the following:

**Skills** – these will be linked to the skills the children learn in PSHE but will focus more on how they relate to healthy and successful relationships. For example, being able to communicate, listen, negotiate, ask for and identify sources of help and advice. Children will also effectively develop skills in:

- negotiation
- making choices on probable outcomes
- assertion

- listening
- recognising pressures from other people and how to resist them
- dealing with challenging prejudice
- seeking help from adults – including parents, carers and professionals
- differentiating between accurate and inaccurate information

**Beliefs and Attitudes** – Understanding that there are a wide range of beliefs and views. Children will have the opportunity to talk in a balanced way about different opinions and learn that they can agree or disagree with the cultural, religious or moral views of others. Among the values and attitudes they will explore are:

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life and loving, stable relationships for the nurture of children
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

**Knowledge and Understanding** – Children get information about sex and sexuality from a wide range of sources, including each other, through media advertising, television, music (and music videos), magazines, as well as leaflets, books and websites. The RSHE lessons will start by finding out what children already know and will aim to add to their existing knowledge and correct any misinformation they have. The knowledge and understanding component of RSHE includes:

- learning and understanding physical development at appropriate stages
- understanding emotions
- learning about the importance of committed relationships
- Learning how to keep themselves both mentally and physically healthy

### **The Interaction between PSHE education and other subjects**

While much of the Relationships and Sex Education pupils receive will take place in PSHE lessons, it is important that this learning is linked to broader school policies and the curriculum in relevant subjects. A commitment to equality, for example, runs through the life of the school rather than there being the view that this is a ‘topic’ which can be covered in PSHE alone.

In addition to the RSHE covered in PSHE education, for example, there is also work in the Science National Curriculum that covers basic human biology and is statutorily required to teach in maintained schools. PSHE education involves young people having the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives.

Examples of this include, Science where we teach about reproduction in the plant and animal world before moving on to humans. PSHE education will explore what lifestyle choices young people may wish to make, and having made those choices what language, strategies and skills they need to stay healthy and safe.

It is also very important to make links with the Computing and Online Safety Curriculum. As part of RSHE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. Amongst other things we teach the children:

- To STOP and THINK before they CLICK

- to talk to an adult if they see something that has upset them
- to understand information online may not be factual
- the importance of keeping personal information private
- to carefully explore why on-line 'friends' may not be who they say they are and to understand why they should be careful in online environments;
- to know not to use new websites or games without permission from parents.

Our Forest School sessions support play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in our beautiful grounds. It helps our children to become, healthy, resilient, creative, socially aware and independent learners. Throughout sessions the children are often physically active and many of the children feel the benefit of the natural environment in looking after their mental health and wellbeing. All of these aspects contribute to the children's RSHE provision.

### **When is it taught?**

#### **Foundation Stage**

Children learn about the concept of male and female, including body part names and about young animals. In ongoing PSED (Personal, Social and Emotional Development) learning, they develop skills to form friendships and think about relationships with others. The children start to identify their own feelings and recognise other people's emotions. They are introduced to Mindfulness and begin to learn about the importance of looking after both their physical and mental wellbeing.

#### **Key Stage 1**

In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene, exercise and diet to maintain good physical health and ways we can look after our mental health such as Mindfulness. In Citizenship children reflect on family relationships, different family groups and friendship. In RE they learn about rituals and traditions associated with different religions, cultures and festivals and the respect for different views. In PE the children learn about how our bodies change during and with exercise

### **Why is it taught?**

The DFE states in their guidance (2000) that; "effective Sex and Relationship Education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others."

We believe it is important to address this area of the curriculum because Britain has one of the highest teenage pregnancy rates in Europe. In developing the Teenage Pregnancy Strategy beyond 2010 ([www.education.gov.uk](http://www.education.gov.uk)) the government commissioned a review of the evidence regarding what works in RSHE. This review provides a research base from which to develop RSHE for all children and young people. Conclusions aimed at reducing unintended conceptions in young people clearly indicate that high quality sex and relationship education should, amongst other things:

- Empower pupils
- Offer a positive and open view of sex and sexuality, and support sexual self-acceptance
- Be sustained by working within a theoretical framework
- Meet local needs
- Ensure the entitlement of all children to Relationship and Sex Education and undertake specific work to meet the needs of vulnerable and marginalised children and young people
- Be provided early, before puberty, before feelings of sexual attraction and before young people develop sexual relationships
- Reinforce value messages
- Focus on risk reduction
- Use active learning and participatory techniques
- Avoid focusing too heavily on biological issues
- Ensure that children and young people have a critical awareness of the messages that are portrayed in the media.

### **Dealing with Difficult Questions**

We recognise that RSHE can raise challenging questions due to children's natural curiosity. All staff receive training and support on delivering the curriculum and answering difficult questions. Some of the strategies we use within RSHE to create a safe and secure environment are:

- Agreeing ground rules with the class prior to the topic being taught
- Clarifying that personal questions will not be asked
- If a teacher doesn't know the answer to a question this will be acknowledged
- If a question is too explicit or is age inappropriate for the pupil or the whole class, then it should be acknowledged and followed up with the child and their parent/parents. Where appropriate a course of action is agreed.
- If a question is raised which alerts a member of staff that a pupil is at risk of sexual abuse, then the school's safeguarding procedures should be followed
- Clarify that pupils should not give out personal information or use personal names in class, but speak to someone they trust after the lesson, e.g. class teacher, pupil mentor.

### **Values we will promote through the curriculum are:**

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others, especially if those views are different to one's own
- to recognise the physical, emotional and moral implications and risks of certain types of behaviour
- accepting that different people are entitled to hold different views and to respect this right.

In accordance with the Learning and Skills Act 2000, through RSHE children learn about the importance of loving and lasting relationships when creating a supportive family life. Finally, they learn that not all people make the same choices about the kinds of relationships they want and the

different choices people make about entering into loving, committed relationships should be respected.

### **Monitoring the Impact of RSHE**

RSHE will be monitored and evaluated as part of the school monitoring procedures by the PSHE subject leader and the Senior Leadership Team on an annual basis. The purpose of this is to ensure that teachers can plan future work from a more informed perspective.

### **Parent's right to withdraw their children**

From September 2020, there is no longer the right to withdraw from Relationships Education along with those parts of the programme that are covered by the Science National Curriculum. The sex education content covered in Polesden Lacey Infant School is also part of the science curriculum and therefore parents do not have the right to withdraw their children.

The curriculum map attached as part of this policy also gives an overview of when each topic is taught throughout the school. We will contact parents at the start of the half term when aspects of the curriculum such as the NSPCC 'PANTS', internet safety, human body parts and the diversity of families is due to be covered.

### **Safeguarding Children & Confidentiality**

RSHE may sometimes bring about disclosures of child protection issues. If we have any reason to believe a pupil is at risk, we are required to inform the Child Protection Officer of any concerns about something a child has said or done. Confidentiality cannot be guaranteed for children or their parents. If any individual is in possession of information that they feel may indicate a child is at risk of harm in any way they will report this.

### **The Role of Parents**

Parents will be encouraged to support their children at home by discussing some of the issues covered in RSHE. This will ensure children have the opportunity to further explore and develop their thoughts and ideas. To assist parents with this, the school will inform parents of what is being taught and when so that parents fully understand the content of what will be taught at Polesden Lacey Infant School and the part they can play in supporting this.

This policy will be reviewed every three years.

Policy agreed: March 2021

Date of next review: March 2024

## Polesden Lacey Infant School –PSHE Curriculum Map 2020-2021

(Adapted from the PSHE Association Primary Programme Builder)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>To begin to form relationships</p> <p>To understand and follow classroom rules</p> <p>To look after own belongings</p> <p>To make friends and co-operate fairly</p> <p>Discuss the school values</p> <p>Label body parts – vocabulary includes head, arms, hands, fingers, shoulders, tummy, back, hips, legs, knees, elbows, toes, feet.</p>	<p>Develop talk partner and small group skills</p> <p>To express likes and dislikes</p> <p>To identify acceptable behaviour</p> <p>To face new situations with confidence</p> <p>Discuss the school values</p>	<p>To develop friendships</p> <p>To know that we are all good at different things</p> <p>To describe self in positive terms</p> <p>To set yourself a goal</p> <p>To work to achieve a goal</p> <p>To develop a positive mind-set</p> <p>Discuss the school values</p> <p>Safer internet day</p>	<p>Think about fairness</p> <p>Talk about behaviour / consequences</p> <p>Develop ways of communicating and resolving conflict</p> <p>Caring for animals / pets</p> <p>Express likes and dislikes</p> <p>Develop confidence to try new things</p> <p>Discuss the school values</p>	<p>Develop talk partner skills</p> <p>Take responsibility for own possessions and classroom</p> <p>Discuss right and wrong and the need for rules, behaviour and consequences</p> <p>Celebrate contributions and achievements and to feel proud</p> <p>Discuss the school values</p>	<p>To identify and respect the differences between people</p> <p>To develop an understanding of how actions can have a good or a bad effect on their environment and people</p> <p>To understand and manage feelings associated with change</p> <p>Discuss the school values</p> <p style="text-align: right;">NSPCC- Pants</p>



Year 1	<p>What is the same and different about us?</p> <p>(Vocabulary includes Head, arms, fingers, tummy, penis, vagina, bottom, legs, feet, brain, heart, liver, lungs)</p>	<p>Who is special to us?</p>	<p>What helps us stay healthy?</p> <p>Safer internet day</p>	<p>What can we do with money?</p>	<p>Who helps to keep us safe?</p>	<p>How can we look after and the world?</p> <p>NSPCC- Pants</p> <p>Healthy week- what do we eat?</p>
Year 2	<p>What makes a good friend?</p> <p>Classroom rules friendship</p>	<p>What is bullying?</p> <p>Learning pit-resilience, ways to help yourself, independent learning</p>	<p>What jobs do people do?</p> <p>Safer internet day</p>	<p>What helps us stay safe?</p>	<p>What helps us grow and stay healthy?</p> <p>(Includes naming body parts including head, arms, fingers, tummy, penis, vagina, bottom, legs, feet, brain, heart, liver, lungs, bladder, nipples, womb)</p>	<p>How do we recognise our feelings?</p> <p>NSPCC- Pants</p> <p>Healthy week- drugs, our bodies</p> <p>Preparing for change- moving schools</p>

Themes – Health and Wellbeing, Relationships, Living in the Wider World.

Link to the NSPCC PANTS teaching resources: <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

Link to the NSPCC PANTS information for parents: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>