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**Blue Gate Fields Infant School**

**Relationships and Health**

**Education**

**Policy**

**Agreed by staff Agreed by governors**

This policy was developed in response to Relationships Education, Relationships and Sex Educations and Health Education (England) Regulations 2019.

To be read in conjunction with the PSHE policy, school aims and vision.

Definition

At Blue Gate Field Infants School we define Relationships and Health Education as learning about principles and ‘characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.’ We believe that ‘this starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.’ We also believe that ‘from the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.’ (Statutory guidance DfE 2019)

Background Information

We know from consultation with staff, governors and parents that there is some concern about what and how RHE will be taught at Blue Gate Field Infants School. This is an issue that we will address in this policy. A clear understanding of what specifically should be taught will support teachers and other adults in becoming confident practitioners of Relationships and Health Education.

In our school we work with very young children who are still learning how to work and play with other children and form good relationships. The majority of children in our school need some support in learning this skill.

One of the reasons that we teach RHE is to ensure that the children are given the skills to be able to keep themselves safe. This is why we teach the children about good and bad touches. We believe, as a school, that it is crucial to safeguard the children against abuse. (See the Child Protection Policy for more information.) We will use NSPCC PANTS resources and materials to teach the children about staying safe.

We are also aware that the religious background of pupils must be taken into account when planning and teaching. Therefore, we will not be explicitly teaching children about same sex marriages. However, we believe it is important that the children learn about modern British society in which they are growing up and understand the importance of equality and respect. We will touch upon LGBT content when teaching about different types of families. This will be done through looking at books about different types of families, including: large/small families, single parent families, foster families and families with two mums or dads. LGBT content will not be taught as a stand-alone unit or lesson.

We do not teach the children how babies are born, although we do teach that it is only females who have babies.

When teaching children about body parts, we do not discuss genitalia. We use the term ‘private parts’ where appropriate. Members of staff will only use the correct terms for genitalia if there is a safeguarding issue concerning a child or an accident. When talking about differences about girls and boys we will only say that they have different private body parts but will not label them.

### Working with parents

Partnership between home and school is essential. The RHE provided in school is intended to complement and support the role parents’ play in helping pupils to develop their knowledge and understanding of how they will grow and change, as they get older and also how they will develop positive relationships. The RHE taught will uphold the shared values of the school community. For example, the provision of accurate and age-appropriate information and opportunities to discuss it; preparation of children for life in our society; inclusion of the values, beliefs and expectations of the communities and faiths represented in the school alongside the values, beliefs and expectations of others. We believe it to be good practice to let parents know what pupils will be learning to enable them to talk at home and to respond to their children’s questions. Parents will be informed about what their child is being taught through the regular termly class meetings and termly topic sheets with aspects of the RHE curriculum which will be taught, and the vocabulary which will be introduced in lessons.

We will hold meetings with parents to inform them of the curriculum and this policy, and will encourage parents to provide their views.

### Aims

At Blue Gate Field Infants through teaching a balanced curriculum we aim:

* To provide a programme of learning for all pupils that teaches them how to form positive relationships and how to stay safe.
* To form positive attitudes and values towards themselves and others.
* To develop the necessary skills for effective communication.
* To ensure equality of opportunity for both genders.
* To give pupils knowledge of human development and an understanding of how the body grows and changes as we get older.
* To inform pupils on matters of personal hygiene and related health issues.
* To emphasise the importance of loving, caring and happy relationships and the support of families, which would include a variety of types of family structure.

### Underlying principles

* We promote the physical, social and emotional development of all our pupils and the maintenance of good health for all pupils and staff.
* We aim to work in partnership with parents and recognize that parents are the key people in teaching their children about relationships and growing up.
* All children and adults have the right to develop high self-esteem and confidence in their own abilities, we expect members of the school community to treat each other with respect.
* The school ensures equal access to the curriculum and supports the inclusion of all pupils, regardless of gender, ethnicity or special educational needs.
* Children learn to play and work independently and cooperatively, increasingly learning to take responsibility for their own actions.
* We aim for all pupils and adults to understand the benefits of a healthy lifestyle.

Curriculum and delivery

The Relationships and Health Education is embedded within the PSHE curriculum. At Blue Gate Fields Infant School, RHE is delivered through the Jigsaw PSHE programme. Jigsaw is a mindful approach to PSHE, which ensures progressions and a spiral curriculum. The lessons are delivered by members of staff on a weekly basis or in blocks.

Relationships and Health Education is also taught through Physical Education (PE), ICT and some aspects are included in religious education (RE).

Relationships Education consists of 5 elements:

* Families and people who care for me
* Caring friendships
* Respectful relationships
* Online relationships
* Being Safe

Health Education consists of 8 elements:

* Mental wellbeing
* Internet safety and harms
* Physical health and fitness
* Healthy eating
* Drugs, alcohol and tobacco
* Health and prevention
* Basic first aid
* Changing adolescent body (we will not be covering this part of health education due to the young age of our children).

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

|  |  |  |
| --- | --- | --- |
| Term | Puzzle (Unit) | Content |
| Autumn 1: | Being Me in My World | Includes understanding my own identity and how I fit well in the class, school and global community. |
| Autumn 2: | Celebrating Difference | Includes anti-bullying and understanding differences. |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society. |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise. |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss. |
| Summer 2: | Changing Me | Includes Relationships Education in the context of coping positively with change |

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (which can also be found further on in this policy).

Some aspects of RHE will also be taught during science lessons. Teaching staff are expected to teach RHE in the specific way that it is described in this policy. This will ensure that SLT, governors and parents have a clear view of how and what the children at Blue Gate Field Infants School are being taught.

The National Curriculum states that in Key Stage 1 children should be taught:

* To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Year 1)
* To notice that animals, including humans, have offspring which grow into adults (Year2)
* To find out about and describe the basic needs of animals, including humans, for survival (water, food and air), (Year 2)
* To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Year 2)

These statements have been taken directly from the Key Stage 1 Science National Curriculum (updated May 2015)

As well as teaching the children through formal whole class or small group teaching sessions, RHE is also taught through informal methods:

* Through pupils’ questions which are answered sensitively with due respect to different cultures and religions, while providing the children with correct information.
* Through story books about physical development (for example ‘Titch’ by Pat Hutchins)
* Through discussions between adults and pupils that relate to behaviour and relationships/friendships in school.

Some aspects of RHE are also taught through focus weeks/days. These include:

Road safety week, Anti-bullying week, Healthy Eating week, Oral hygiene week, Walk to school week, Sun awareness week and Internet Safety day.

RHE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

* Anti-Bullying Policy
* Behaviour Policy
* Drug and Alcohol Education Policy
* Equal Opportunities Policy
* Health and Safety Policy
* ICT Policy and Safe Internet Use Policy
* Inclusion Policy
* RE Policy
* Safeguarding/Child Protection Policy
* Special Educational Needs Policy

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some children it is not culturally to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

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

Parents’ right to withdraw

Parents do not have the right to withdraw their children from Relationships Education at primary as it is believed the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught

Parents are welcome to look at any RHE resources the school uses.

### Confidentiality

We believe in establishing ground rules with each class before we start an RHE/PSHE lesson. These rules are over and above the usual classroom rules that we have in our school. One of the reasons that we set ground rules is to help create a safe and secure environment.

Our ground rules are:

* no one (teacher or pupil) will have to answer a personal question;
* no one will be forced to take part in a discussion;
* the meanings of words will be explained in a sensible and factual way.
* we will use the phrase ‘private parts’ to refer to genitals

If difficult questions arise teachers will attempt to answer pupils’ questions and concerns in a sensitive, age and development appropriate manner. If the teacher feels that a question is too explicit or inappropriate for the whole class, or raises concerns about sexual abuse, they will acknowledge it and then attend to it on an individual basis.

It is important to note that if pupils disclose information about sexual abuse the Headteacher must be informed. Teachers and other school-based adults must not promise a child that they will keep a secret. Pupils will be reassured that if confidentiality is to be broken they will be told beforehand of the reason and offered appropriate support. Adults in the school are required by law to follow the school’s agreed Child Protection procedures by informing the Head Teacher immediately of disclosures or other concerns that have arisen through a child asking inappropriate questions or overhearing concerning conversations. (See child protection policy)

### Monitoring and evaluation

There will be an ongoing evaluation and monitoring of RHE/PSHE planning by the PSHE coordinator. The coordinator will be looking for:

* Evidence of a continuum from nursery to year 2.
* Evidence of a full and balanced RHE curriculum being delivered throughout the school.
* Evidence that pupils have high self-esteem and feel valued.

Assessment of pupils’ personal, social and emotional development is important and helps teachers to know what the children still need to learn. It provides information that indicates the progress and achievement of pupils. The process of assessment is intended to have a positive impact on pupils’ self-awareness and self-esteem.

Relationships and Health Education is a key aspect of the curriculum that we teach and supports the children in our school to develop a good understanding of themselves and their bodies at an age appropriate level.

The PSHE coordinator and the SLT will review this policy annually.

Relationships policy was approved by governors in January 2022 and signed by the chair of governors.

……………………………….. …………………. Chair of governors.

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It will be reviewed in January 2024

JIGSAW PSHE

Content overview

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Being Me in My World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| **Ages**  **3-5**  **Nursery and Reception** | Self-identity  Understanding feelings  Being in a classroom  Being gentle  Rights and responsibilities | Identifying talents  Being special  Families  Where we live  Making friends  Standing up for yourself | Challenges  Perseverance  Goal-setting  Overcoming obstacles  Seeking help  Jobs  Achieving goals | Exercising bodies  Physical activity  Healthy food  Sleep  Keeping clean  Safety | Family life  Friendships  Breaking friendships  Falling out  Dealing with bullying  Being a good friend | Bodies  Respecting my body  Growing up  Growth and change  Fun and fears  Celebrations |
| **Ages 5-6**  **Year 1** | Feeling special and safe  Being part of a class  Rights and responsibilities  Rewards and feeling proud  Consequences | Similarities and differences  Understanding bullying and knowing how to deal with it  Making new friends  Celebrating the differences in everyone | 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 | Keeping myself healthy  Healthier lifestyle choices  Keeping clean  Being safe  Medicine safety/safety with household items  Linking health and happiness | 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 | Life cycles – animal and human  Changes in me  Changes since being a baby  Differences between female and male bodies (without naming private body parts)  Linking growing and learning  Coping with change  Transition |
| **Ages 6-7**  **Year 2** | Hopes and fears for the year  Rights and responsibilities  Rewards and consequences  Safe and fair learning environment  Valuing contributions  Choices  Recognising feelings | Assumptions and stereotypes about gender Understanding bullying  Standing up for self and others  Making new friends  Celebrating difference and remaining friends | Achieving realistic goals  Perseverance  Learning strengths  Learning with others  Group co-operation  Contributing to and sharing success | Motivation  Healthier choices  Relaxation  Healthy eating and nutrition  Healthier snacks and sharing food | Different types of family  Physical contact boundaries  Friendship and conflict Secrets  Trust and appreciation  Expressing appreciation for special relationships | Life cycles in nature  Growing from young to old  Increasing independence  Differences in female and male bodies (without naming private body parts)  Assertiveness  Preparing for transition |