

FOREFIELD COMMUNITY INFANT AND NURSERY SCHOOL



Relationships and Sex Education and Health Education Curriculum Policy



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1. Introduction

Forefield Community Infant and Nursery School considers that Relationships, Sex and Relationships and health education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the statutory requirements of the DCSF Sex and Relationship Guidance. It is important for parents to note that children **cannot be withdrawn** from the teaching and learning around Relationships education which will be the only focus for us at Forefield, as an infant school.

The Secretary of State declares '*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. Our children are growing up in a world very different to that in which we grew up.*'

Relationship and health education is therefore vital because it puts the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

2. Intent

A high quality RSE education will allow children to understand different types of relationships including family and friendships both online and offline. As part of RSE, pupils will be taught about the nature of marriage, family life and bringing up children. They also need to understand that there

are strong and mutually supportive relationships outside of marriage and that not all families are the same. We ensure that no stigma is placed on children based on their home circumstances. We provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We encourage children to be tolerant in order to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how and where to seek support as early as possible from appropriate sources.

'Learning and growing together through PSHE'

3. Implementation

We teach RSE and health education through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum.

The curriculum map for RSE at Forefield Community Infant and Nursery School maps out a grid of objectives for each year group which progresses through the key themes of families and people who care for me; caring friendships; respectful relationships; online relationship and being safe. In health education, the key themes are mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs alcohol and substances (e.g. medicines, alcohol) health and prevention and basic first aid. We will **not** be teaching about 'changing adolescence bodies' or sexual relationships in the infant school as this is not age appropriate.

We also teach RSE and health education through other subject areas (e.g. Science, PE, Computing and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body e.g. naming body parts, keeping healthy etc. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with Christianity and other faiths e.g. birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children

In order to ensure coverage of all the objectives for RSE and health education we will be primarily using 1decision as our PSHE and RSE and health education scheme to deliver those aims and supplementing this with a broader curriculum in order to ensure that children are well prepared for adult life. Additional resources include the Forefield Five Ways to Mental Health and Wellbeing, ROAR resources (resilience training for children) and Stonewall resources where appropriate.

4. Impact

The impact of our high quality PSHE and RSE and health education curriculum will be to develop children who:

- recognise what is a good and healthy relationship and recognise how to support respectful relationships, understanding that everybody deserves to be treated with respect, including by those in a position of authority.
- recognise the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems.
- understand that friendships have their ups and downs and that these can often be worked through in order to strengthen or repair a friendship.
- recognise the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- understand the importance of building regular exercise into daily and weekly routines and how to achieve this.
- understand and name a range of emotions and scale of emotions that all humans experience in relation to different situations and experiences.
- know a range of vocabulary of words when talking about theirs and others feelings.
- understand the importance of personal hygiene and germs including bacteria, viruses and how they are spread and treated and the importance of washing hands.
- understand what constitutes a healthy diet and the characteristics of a poor diet and risks associated with unhealthy eating e.g. tooth decay, obesity
- understand the importance of responsible behaviours and actions and know about rights and responsibilities as members of families, other groups and ultimately citizens.
- consider their online actions on others and recognise and display respectful behaviour on-line and the importance of keeping personal information.
- understand the internet can be both a negative and positive place and the impact of the internet on mental health.
- respond safely and appropriately to adults they may encounter (including online/ offline) and how to report feelings of being unsafe or feeling bad about any adult.
- understand where money comes from, the importance of keeping it safe and managing it effectively and the part that money plays in people's lives and have a basic understanding of enterprise.
- know how to keep themselves safe in a variety of contexts e.g. road, school environment etc.

By the end of Key Stage One all children will be able to talk about the characteristics of healthy relationships and families, understand how families look different. Children will have a good knowledge of health and physical exercise and how to manage and support mental health and wellbeing of themselves and others and talk about more specific health issues. Children will be given further opportunities to learn about the wider world including how to keep safe in different situations.

At Forefield Community Infant and Nursery School we work closely with Forefield Junior School to ensure progression and continuity in RSE and health education is seamless as Year 2 children

transition to their next phase of education. Forefield Junior School are therefore also using the 1 decision scheme in order to ensure continuity and progression across the key stages.

5. Assessment

The PSHE and RSE and Health education lead oversees the teaching of RSE through PSHE, Science, Computing and P.E. in order to ensure that all year groups are meeting the needs of our children and the aims and objectives of our RSE Programme of Study are being met. Our bespoke curriculum assessment system allows teachers to assess progress and attainment of children against both knowledge and skill based learning objectives.

Records of children's learning will be kept in a variety of ways which are appropriate to the task. Written work will be put in class PSHE books with a Can I label stating the subject and objective covered. Seesaw and floor books can be used to record photographs and videos and informal observations and capture children's voice. These records will be used as evidence to support the class teacher in making a judgement on whether a child has achieved the objective.

PSHE will be assessed termly against the RSE and PSHE objectives to say whether children have demonstrated the knowledge and skills under the themes Health and wellbeing, Relationships and Living in the Wider World which contains the key themes for each of the RSE and health education objectives.

Teachers will informally assess during lessons and identify any further teaching needs in order to ensure children have a good understanding of the RSE and health education curriculum. Observations ensure accurate assessment of children's attainment against learning objectives within lessons. Teachers will sometime use I Pads to record and evidence children's progress over a sequence of lessons. This evidence may be uploaded to Classroom Monitor for moderation of assessment and monitoring of the curriculum.

A PSHE data capture will occur three times per academic year to support subject monitoring and ensure all children are making progress towards the end points of their year group/phase.

6. Parent as Partners

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the RSE and health education curriculum and practice through our website and letters
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- By law, parents have the right to withdraw their children from aspects of Sex and Relationship education, not included in the Science Curriculum. However at Forefield Infant School we are **only teaching the Relationships Education aspect** and therefore children **may not be withdrawn** as this is statutory.
- Share resources with parents on request.

7. Reasonable Adjustments

Children with special educational needs will be given the opportunity to fully participate in RSE lessons, and adaptations will be made where necessary, to ensure that all pupils gain a full understanding. Class teachers can seek advice from the PSHE subject leader and/or SENDCO to ensure reasonable adjustments are made for all children.

8. SMSC

Opportunities to promote children's spiritual, moral, social and cultural development is threaded throughout RSE and Health education curriculum.

SMSC in PSHE lessons

During RSE and health education lessons children will:

- Learn about and have an appreciation for different people, from different backgrounds and cultures and different beliefs
- Through an understanding of other people, they will learn to respect others and different cultures.
- Work on rights and responsibilities and recognise they each have the responsibility to respect the rights of others.
- Learn that not all families look the same as their own.

9. Role of Subject Leader

The role of the subject leader

- Ensure high quality RSE and health lessons are taught across EYFS and Key Stage 1 through our agreed broad and rich curriculum.
- Provide subject specific guidance/CPD to colleagues.
- Monitor the RSE curriculum delivered to children across the school highlighting strengths and areas for further development.
- Monitor the knowledge and understanding of children in school in relation to RSE.
- Manage resources including maintaining/replenishing resources e.g. texts, 1 decision resources to support delivery of a high-quality curriculum.
- Stay up to date with changes, new initiatives and research that would enhance and support the development of RSE at Forefield Infant and Nursery School.
- Keep up to date with local community and issues that may arise due to as a result of a change or incident within the local community that may impact on children's understanding of themes related to RSE and health education.
- Where appropriate to the curriculum arrange for visitors or outside agencies to come in.

10. Equality Statement

The RSE and health curriculum adheres to our school Equality Policy. It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race or ability. We are an inclusive school and teach RSE and health education to all children respecting individual needs. The PSHE curriculum takes into account issues of difference including: gender, race and ethnicity.

This policy should be read in conjunction with:

- PSHE Policy
- Behaviour policy
- Safeguarding policy
- Anti-bullying policy
- Science Policy
- PE Policy
- Computing Policy