FOREFIELD COMMUNITY INFANT AND NURSERY SCHOOL



Relationships and Sex Education and Health Education Curriculum Policy

APPROVED BY GOVERNORS: October 26
POLICY TO BE REVIEWED: October 27

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1. Introduction

At Forefield Community Infant and Nursery School, we recognise that Relationships, Sex and Health Education (RSHE) is a vital part of pupils' personal development, wellbeing and preparation for life in modern Britain. RSHE is taught as an integral component of our Personal, Social, Health and Economic (PSHE) curriculum and is closely linked to learning within the Science curriculum.

Through a progressive, age-appropriate programme of study, pupils develop the knowledge, skills and values needed to build positive relationships, understand and manage their wellbeing, stay safe and make informed choices. We aim to provide a carefully planned programme of learning about human development, relationships and family life within a safe, supportive and inclusive environment, where pupils feel confident to ask questions and express their views.

Teaching is delivered sensitively and is matched to the age, stage of development and maturity of the pupils. The programme is underpinned by a clear moral and values-based framework, promoting respect, responsibility, kindness and tolerance, while recognising and celebrating the diversity of families, relationships and communities.

This policy sets out the school's approach to RSHE in line with statutory guidance and reflects our commitment to safeguarding, inclusion and promoting pupils' physical and mental wellbeing.

This policy has been developed in accordance with:

- The Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)
- Keeping Children Safe in Education
- The Equality Act 2010

In primary schools:

- Relationships Education is statutory
- Health and Wellbeing Education is statutory
- Sex Education is not statutory beyond the National Curriculum for Science

It is important for parents to note that pupils **cannot be withdrawn from Relationships Education**, as this forms a statutory part of the curriculum. At Forefield Community Infant and Nursery School, **Relationships Education** is the **sole focus** of our RSHE provision and is taught to all pupils in an age-appropriate and inclusive manner.

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.'*

Relationships and Health Education is a vital part of the curriculum as it provides children with the fundamental building blocks for developing healthy, positive and respectful relationships. It focuses on understanding family life, friendships and relationships in a range of contexts, including online, while also equipping pupils with the knowledge and skills needed to manage their physical and mental wellbeing. Through this learning, children develop an understanding of how to stay safe, make healthy choices and become responsible, respectful members of society.

Intent

Relationships, Sex and Health Education (RSHE) plays an important role in supporting pupils' personal development, wellbeing and preparation for life in modern society. The primary RSHE curriculum consists of three interrelated components:

Relationships Education (Statutory)
Health Education (Statutory)
Sex Education (Non-Statutory)

At Forefield Community Infant and Nursery School, our RSHE provision focuses on the statutory elements of Relationships Education and Health Education, which are delivered in an age-appropriate manner and are closely linked to our PSHE and Science curricula.

Whilst parents have the right to request that their child be withdrawn from non-statutory Sex Education, this is not applicable at Forefield Community Infant and Nursery School as this is not part of our curriculum offer. As Relationships Education and Health Education are statutory subjects, pupils cannot be withdrawn from these areas of learning.

Relationships Education (Statutory)

Relationships Education supports pupils to develop the knowledge, skills and understanding needed to form positive, healthy and respectful relationships. Through this aspect of the curriculum, children learn about:

- Families and the people who care for them
- Caring and supportive friendships
- Respectful relationships and treating others with kindness
- Online relationships and staying safe online
- Personal safety, boundaries and seeking help from trusted adults
- Recognising and reporting worries or concerns in an age-appropriate way

Health Education (Statutory)
Health Education supports pupils in understanding how to maintain and improve their physical health, mental wellbeing and personal safety. Through this aspect of the curriculum, children learn about:

- Mental wellbeing and emotional health
- Healthy lifestyles and making positive choices
- Physical health and fitness
- Healthy eating and nutrition
- Online wellbeing and healthy use of technology
- Keeping safe and reducing risk
- The importance of sleep, hygiene and self-care
- Basic first aid
- Medicines and household substances in an age-appropriate context
- Growing and changing as part of healthy development

Together, these elements equip pupils with the knowledge, skills and values needed to build positive relationships, stay safe, care for their wellbeing and become confident, responsible members of their community.

3. Implementation

RSHE is taught as part of the school's planned PSHE curriculum and is delivered regularly across the academic year. Lessons are taught by class teachers and are timetabled within the school week, ensuring consistent and age-appropriate coverage for all pupils.

RSHE is delivered primarily using the 1decision programme, which:

- Meets statutory Relationships and Health Education requirements
- Provides a progressive, story-led curriculum
- Supports curriculum sequencing and progression
- Includes teacher guidance and assessment opportunities

In order to ensure coverage of all the objectives for RSHE we will be primarily using 1decision as our PSHE and RSHE education scheme and supplementing this with a broader curriculum (The Forefield Breadth) in order to ensure that children are well prepared for adult life. Through 'The Forefield

Breadth' we add additional content and resources to address the individual needs of our school setting and local area to create a more personalised programme of study. This includes topics such as our Forefield Five which promotes mental wellbeing across the school and celebrating the many awareness weeks across the year. Our world is ever changing, therefore the content we add to our 'Forefield Breadth' is ever changing according to local issues and events.

Across the year, we also welcome any feedback parents may have with regard to local issues that arise and feel may need to be included in our PSHE/RSHE curriculum. This helps further strengthen meaningful learning and outcomes as we work together with our parents and local community to deliver key messages to our children.

At Forefield Community Infant and Nursery School, RSHE is taught through a range of planned opportunities, including dedicated PSHE lessons, assemblies and whole-school themes. The key messages and values of RSHE are further reinforced through cross-curricular links, particularly within Science, PE, Computing and Religious Education.

These subjects contribute significantly to pupils' understanding of themselves, their health, relationships and the world around them. For example, through science, children learn about their bodies, personal hygiene, healthy lifestyles and the importance of keeping safe. Computing supports pupils in developing an understanding of online safety and responsible use of technology.
Through Religious Education, pupils explore family relationships, friendships and the importance of belonging within different communities. They learn about a range of faiths, cultures, traditions and celebrations, developing respect for diversity and an appreciation of the values and beliefs of others. Children also learn about significant life events e.g. birth, marriage etc. and are supported to discuss and reflect upon the thoughts, feelings and emotions associated with these experiences in an age-appropriate way.

By providing opportunities for RSHE learning across the curriculum, we help pupils develop the knowledge, skills and values needed to build positive relationships, stay healthy, keep safe and become responsible members of society.

Teachers may adapt the sequencing of learning and revisit key concepts where necessary to respond to emerging pupil needs, including safeguarding concerns, wellbeing issues or significant events. This flexible approach ensures that teaching remains relevant, responsive and tailored to support pupils' personal development, safety and emotional wellbeing.

Since RSHE supports the development of self-esteem, positive relationships and personal wellbeing, pupils' learning extends beyond the taught curriculum and is embedded throughout all aspects of school life. Opportunities to develop these skills arise daily, including during playtimes, lunchtimes, assemblies and interactions within the wider school community. It is therefore essential that all staff understand their responsibility to uphold this policy and actively promote the school's values, ensuring that positive relationships, respect, inclusion and wellbeing are modelled and reinforced in every interaction with children.

See School Curriculum Map for coverage across the Infant Years which can be found on the Curriculum Pages of the School Website.

4. Impact

The impact of our PSHE, Relationships and Health Education curriculum is that pupils develop the knowledge, skills and understanding needed to lead safe, healthy and responsible lives. Pupils will:

- Form and maintain positive, respectful relationships.
- Recognise, understand and manage their emotions effectively.
- Demonstrate respect, empathy and tolerance towards others.
- Understand how to maintain their physical health, mental wellbeing and personal hygiene.
- Make informed choices about healthy lifestyles, including diet, exercise and wellbeing.
- Understand their rights and responsibilities within families, school and the wider community.
- Use digital technologies safely, responsibly and respectfully.
- Recognise risks, keep themselves safe and seek support when needed.
- Develop an age-appropriate understanding of money and financial responsibility.

By the end of Key Stage 1, pupils will be able to discuss healthy relationships, different family structures, physical and mental wellbeing, and strategies for keeping themselves safe. They will demonstrate the knowledge, understanding and behaviours needed to make positive choices and contribute positively to their communities.

To ensure continuity and progression, Forefield Community Infant and Nursery School works closely with Forefield Junior School. The shared use of the 1decision programme supports a coherent and progressive approach to Relationships and Health Education as pupils transition into Key Stage 2.

5. Assessment and Monitoring

The PSHE and RSHE education lead oversees the teaching of RSHE through PSHE, Science, Computing and P.E. to ensure that all year groups are meeting the needs of our children and the aims and objectives of our RSHE 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. Seesaw can be used to record photographs and videos, 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 RSHE 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 RSHE objectives.

Teachers will informally assess during lessons and identify any further teaching needs in to ensure children have a good understanding of the RSHE curriculum. Observations ensure accurate assessment of children's attainment against learning objectives within lessons. Teachers will sometimes use I Pads to record and evidence children's progress over a sequence of lessons. This evidence may be uploaded to Seesaw 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.

All findings from assessment and monitoring activities are used to inform curriculum review, staff training and future planning, ensuring continuous improvement.

6.Inclusion, SEND and Equality

At Forefield Community Infant and Nursery School, all pupils are entitled to access a high-quality RSHE curriculum. We are committed to ensuring that all children, including those with special educational needs and disabilities (SEND), can participate fully and make meaningful progress within RSHE lessons. Reasonable adjustments are made where necessary to ensure the curriculum is accessible, inclusive and responsive to individual needs.

For pupils with SEND, RSHE may be adapted through:

- The use of clear, consistent language and visual supports.
- Breaking learning into smaller, manageable steps.
- Providing additional scaffolding, modelling and opportunities for repetition.
- Taking account of pupils' individual emotional, social and developmental needs.

Class teachers work closely with the PSHE subject leader and SENDCo to ensure appropriate adaptations and reasonable adjustments are implemented to support all learners.

RSHE is delivered in accordance with the Equality Act 2010 and reflects the school's commitment to inclusion, equality and respect for diversity. All pupils are treated fairly and with respect, regardless of their background, gender, race, ethnicity, religion, disability or family circumstances. Through the curriculum, pupils develop an understanding of and appreciation for difference, fostering a culture of respect, belonging and inclusion within our school community.

7. **Safeguarding and Safe Learning Environment**

RSHE is delivered within a safe, supportive and respectful learning environment where pupils feel confident to participate, ask questions and share their views appropriately.

To support this, we will:

- establish clear ground rules that promote respect, inclusion and appropriate discussion;
- use correct, age-appropriate terminology sensitively and consistently;
- employ teaching strategies, such as distancing techniques, to explore scenarios without requiring pupils to share personal experiences;
- provide opportunities for pupils to ask questions in a variety of ways, including anonymously where appropriate;
- encourage pupils to seek support from trusted adults rather than sharing personal disclosures during lessons; and
- signpost pupils to appropriate sources of support within school when needed.

All RSHE teaching is underpinned by the school's safeguarding procedures. Any concerns or disclosures arising from lessons will be managed in accordance with the school's Safeguarding and Child Protection Policy.

8. **Roles, Responsibilities and Staff Training**

Leadership and Governance

- The Headteacher has overall responsibility for RSHE provision
- The Governing Body approves this policy and monitors its implementation

The Role of the PSHE and RSHE Lead

- Ensure high-quality RSHE 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 RSHE 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 RSHE.
- 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 RSHE at Forefield Infant and Nursery School.
- Keep up to date with local community and issues that may arise due to a change or incident within the local community that may impact on children's understanding of themes related to RSHE.
- Where appropriate to the curriculum arrange for visitors or outside agencies to come in.

Teaching and Support Staff

Staff delivering RSHE:

- Follow the agreed curriculum
- Create a safe and respectful learning environment
- Respond appropriately to pupil questions and disclosures

Staff Training

Staff involved in the delivery of RSHE receive appropriate training and ongoing support to ensure confidence, consistency, and safeguarding compliance. This includes induction support, access to guidance and resources, and updates linked to statutory changes or emerging pupil needs.

9. Parents as Partners

The school understands the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. We promote this by

- Informing parents about the RSHE curriculum and practice through our website and letters
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school
- Share resources with parents on request and provide opportunities for parents and carers to view RSHE curriculum content through the school website
- Parents have access to the Parent/Carer Zone provided by 1decision. Through using this, parents and carers can find out more about each topic their child is taught and the modules within it. They will find the knowledge organisers which summarise the key facts, skills and vocabulary their child will be taught. There is also a section which includes example material from one topic in each year group.
- Early Years parents also have access to the RainbowSmart app created by 1decision. This app has been created for the parents and carers of children who are engaging with the 1decision early years resources at school. This app allows parents/carers to continue classroom learning at home. Parents/carers can log in to the app and re-visit material/resources used in the classroom with their children to reinforce the learning at home.

10. *SMSC*

Opportunities to promote children's spiritual, moral, social and cultural development is threaded throughout the RSHE curriculum.

<u>SMSC in PSHE lessons</u>

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.

10. Links to other policies

This RSHE policy should be read in conjunction with:

- PSHE Policy
- Behaviour policy
- Safeguarding policy
- Anti-bullying policy

- Science Policy
- PE Policy
- Computing Policy