



**All Saints C of E**  
**Infant and Nursery School**

**Selston C of E**  
**Infant and Nursery School**

# **Relationships and Health Education**

***Opening hearts and minds through the  
grace and love of God***

# **ALL SAINTS CHURCH OF ENGLAND (VA) INFANT SCHOOL AND PRE-SCHOOL**

## **SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL**

### **MISSION STATEMENT**

#### ***Opening hearts and minds through the grace and love of God***

At All Saints Infant School and Pre-School and Selston Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

# All Saints CE Infant and Pre-School, Selston CE Infant and Nursery School

## Relationships and Health Education Policy

Statutory from September 2020

Reviewed annually

### 1. Rationale and Ethos

Since September 2020, Relationships Education has been compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for **all** pupils receiving secondary education. Health Education is also compulsory in all schools except independent schools. Personal, Social and Health Education (PSHE) continues to be compulsory in independent schools.

Relationships and Health Education (RHE) is compulsory in all primary and secondary schools. Sex education is currently **not** compulsory in primary school. At All Saints and Selston, we do not teach sex education, other than through simple human and animal life cycles in Science.

We wholeheartedly support the philosophy of RHE and believe it is best taught as part of Collective Worship, Religious Education and Personal, Social and Health Education. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public Sector Equality Duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RHE is accessible for all pupils and should comply with the SEND Code of Practice.

We are fully aware of the need to be mindful of, and respectful to, a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive. Equally, it is essential that children still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

## 2. Policy Development Process

This policy was formulated in consultation with the whole school community with input from;

- staff – through regular agenda items at staff meetings, consultation documents, surveys;
- governors – discussions at governor’s meetings, training;
- parents/carers – parents will be encouraged to contribute by taking part in written consultations, parent meetings;
- children – pupils contribute to the development of the policy through discussions in class worship and circle time discussions;
- other partners – members of our churches, the Diocese, health, police, wider community, faith groups.

This will ensure that the RHE curriculum continues to meet the needs of pupils, staff and parents/carers and that it is in line with current DfE advice and guidance.

## 3. Parental Right to Withdraw

We are committed to ensuring that the education provided to pupils in RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010. Parents/carers have the right to withdraw their child from Sex Education, which is not taught at All Saints and Selston.

## 4. Roles and Responsibilities

**The Head teacher** – has overall responsibility for the policy and its implementation, for liaising with the governing body, parents/carers, the local authority and outside agencies, and for identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

**The Lead teacher** will take responsibility for;

- policy development and review involving pupils, staff, governors, parents/carers and relevant partners;
- policy implementation; monitoring and assessing its effectiveness in practice;
- ensuring evaluation takes place and that this informs policy review;
- assessing and coordinating training and support for staff and parents/carers where appropriate, including raising awareness of prejudice and unconscious bias;
- managing all aspects of the RHE programme, developing curriculum materials where appropriate;
- liaison with external agencies to deliver specific elements of the programme;
- monitoring and quality assuring the programme to ensure continuity and progression within the spiral curriculum;

- ensuring that this subject is fully represented at appropriate curriculum and pastoral meetings.

## **Aims and Objectives**

The aim of RHE is to help children build healthy friendships and positive relationships in an age appropriate way. The main objectives focus on developing attitudes and values, personal and social skills and promoting knowledge and understanding. RHE covers more than biological facts and information. It aims to develop self-esteem and personal responsibility, as well as the understanding and attitudes required for caring, stable and healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with sensitivity to the needs of others, loyalty and acceptance of responsibility.

RHE will explore all aspects of diversity and equality in an inclusive and non-judgemental way, providing opportunities to challenge all forms of discrimination including unconscious bias.

### **5. Staff Training**

RHE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. Teachers will also be supported to develop their understanding of sensitive issues including unconscious bias. Our schools will support the involvement of visitors, such as Diocesan officers, health professionals, police and voluntary sector, and any other organisations providing support and training.

### **6. Curriculum Design**

#### **The RHE curriculum will be taught through:**

- the 'HeartSmart' programme;
- the 'Talking Points' programme;
- Religious Education;
- the wider curriculum, including Literacy, Physical Education and Science;
- Collective Worship;
- visitors;
- the work of the Pastoral Leader, including through pastoral interventions.

The programme will be delivered to all pupils by class teachers, Senior Leaders, the Pastoral Leader and the vicars of our schools. The central RHE programme, 'Talking Points', is organised as a spiral curriculum, which means that some topics are revisited in more detail as pupils get older. RHE lessons are delivered to the whole class in a supportive ethos. Pupils who need additional support can access interventions in small groups and as a one to one.

At all ages, pupils are encouraged to develop the following skills;

- communication – speaking and listening, including how to manage changing friendships, relationships and emotions;
- recognising and assessing potential risks;
- assertiveness;
- seeking help and support when required;
- informed decision making;
- self-respect and empathy for others;
- recognising and maximising a healthy lifestyle;
- managing conflict;
- discussion and group work;
- critical thinking.

## **7. Content of the Curriculum**

By the end of infant school, our pupils will know about;

- families and people who care for them;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe.

### **Physical Health and Mental Wellbeing**

Pupils will be taught about the characteristics of good physical and mental health, of the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health.

By the end of infant school, our pupils will know about;

- mental wellbeing;
- online behaviour and safety;
- physical health and fitness;
- healthy eating;
- health and prevention;
- basic first aid.

## **8. Managing Difficult Questions**

It is inevitable that difficult questions may occur as part of RHE, such as divorce or domestic violence. Questions will be addressed with sensitivity at an age-appropriate level, taking into account any additional SEND. Where required, small group or 1-1 discussions may be considered. Account must be taken of different viewpoints such as different religious beliefs. Pupils are made aware that some information cannot be kept confidential, and if disclosures

are made, certain actions will ensue. At the same time, pupils will be offered sensitive and appropriate support.

## **9. Monitoring, Evaluation and Review**

To ensure the RHE programme is effective and meeting the requirements of statutory guidance, the following quality assurance strategies will be used;

- self-review by pupils after specific topics or at the end of a key stage;
- pupil voice;
- observation of teaching.

This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively

## **10. Confidentiality and Child Protection**

It is inevitable that effective RHE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RHE are completely familiar with the child protection procedures. Pupil disclosures or any suspicion of abuse must be referred immediately to the designated safeguarding lead, who will deal with these disclosures or suspicions in line with the child protection policy.

## **11. Links with Other Policies**

The RHE policy should be read in conjunction with the following policies;

- Child Protection;
- Peer on Peer Abuse;
- Behaviour;
- Anti-bullying;
- E-Safety;
- Religious Education;
- Collective Worship;
- Spiritual, Moral, Social and Cultural;
- SEND
- Inclusion;
- Equality;
- Complaints.

## **12. Useful documents**

- DfE 2019, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers;
- SEND Code of Practice;

- Safeguarding: NSPCC PANTS rule with film;
- Abuse in relationships: Disrespect No Body from the Home Office and Government Equalities Office;
- Consent: PSHE Association lesson plans from the PSHE association;
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary;
- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers;
- Mental health and emotional wellbeing lesson plans from PSHE Association;
- MindEd educational resources on children and young people's mental health;
- Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages;
- Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting;
- Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs;
- PSHE Association Programme of study for KS1-5;
- Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization;
- Non-statutory framework for Citizenship KS 1 and 2 (non-statutory programme of study);
- Public Health England's Child and Maternal Health Intelligence Network brings together a range of publicly available data, information, reports, tools and resources on child and maternal health into one easily accessible hub.