

Relationships & Health Education Policy

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Relationships Education and Health Education is about empowering children with the knowledge to make informed decisions about their well-being, health and relationships. Relationships and Health Education is about understanding the importance of stable, loving and respectful relationships and the value of these relationship qualities within family life and wider society.

At Anston Park Infant School, Relationships Education and Health Education is taught at an age-appropriate and developmentally appropriate level, sensitively and inclusively with respect to the backgrounds and beliefs of all. As an infant school, we do not have an explicit element of sex education in our curriculum but any questions raised by the children are dealt with naturally and honestly. The loving and caring aspects of relationships are emphasised and we would share individual issues raised with parents as they arise.

This policy is compliant with the following guidance:

- Department of Education's ("DfE") 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance' (February 2019)
- DfE 'Science programmes of study: Key Stages 1 and 2' (2014)
- DfE 'Statutory Framework for the Early Years Foundation Stage' (2017)

Aims of Relationships Education and Health Education

Relationships Education and Health Education aims to promote the spiritual, moral, cultural, emotional and physical development of children at school and in society and to prepare them for the challenges, opportunities and responsibilities of adult life. Relationships and Health Education includes providing children with reliable information about healthy relationships.

Following guidance produced by the DfE (2019), Anston Park Infant School will ensure that Relationships Education and Health Education is carefully designed to safeguard and support all children in an increasingly digital world. We are clear on the themes and issues that our curriculum should cover and Relationships Education and Health Education is age appropriate; building knowledge and life skills over time in a way that prepares individuals for issues they will soon face including:

- different types of relationships, including friendships, family relationships and dealing with strangers;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health; and
- healthy relationships and safety online.

Objectives of Relationships and Health Education

- To help young people move with confidence from childhood to adolescence and beyond.
- To develop confidence in discussing relationships including the development of positive attitudes towards self and others with differing views.
- To recognise the value of family life and stable, loving and respectful relationships as key building blocks to community and society.
- To learn the value of respect, care and self-esteem.
- To provide opportunities to explore issues relating to emotional, physical and moral development in a safe and secure environment.
- To enable children to effectively communicate about issues associated with relationships.

Practice

We respect the diversity and different values held by the families and children attending our school and address all subjects within Relationships Education and Health Education with sensitivity. Relationships Education and Health Education seeks to encourage children to recognise and accept the difference of others. We take our responsibilities very seriously with regard to ensuring children have appropriate education to succeed as adults and ensure that the teaching delivered by staff is not influenced by their personal beliefs and attitudes.

The teaching offered will be complementary and supportive to the role of parents/carers, and staff will have regard to parents'/carers' views about content and presentation. Parents/carers do not have the right to withdraw their children from Relationships or Health Education as this is a statutory requirement.

Relationships Education and Health Education is firmly embedded in the PSHE framework. At Anston Park Infant School, the Rotherham School Improvement Service Scheme of Work for Years 1 and 2 is used to deliver statutory Relationships Education and Health Education. This is adapted by the PSHE leader to ensure that learning is age-appropriate and developmentally appropriate for all children, including those with special educational needs. In addition, outside agencies and professionals are invited into school to lead assemblies and workshops with classes/groups of children to enhance their learning.

It is acknowledged that as Relationships and Health Education deals with some sensitive issues, the following points are important:

- Clear ground rules will be established prior to discussions in Relationships and Health Education to ensure that appropriate boundaries are set and to ensure no child feels embarrassed or uncomfortable about the topics being discussed.
- Other issues may arise. Appropriate questions will be answered honestly and openly. Whether this is within a class or on an individual basis will be dependent on the situation. Questions will always be answered sensitively.

Professional Development

Every effort will be made to ensure that teaching staff delivering Relationships Education and Health Education have access to appropriate training; this may include input by the Rotherham School Improvement Team or from the PHSE Association.

Resources

A range of teaching resources will be used to enhance children's learning experiences and encourage active participation. This includes the use of resourcing websites, case studies, research, video, small group discussion and, where appropriate, guest speakers, outside agencies and workshops.

Assessment, Monitoring and Evaluation

Relationships Education and Health Education is monitored by the PSHE leader through lesson planning, learning walks, classroom observations and work scrutiny.