



# **Albany Infant and Nursery School**

## **Relationships and Health Education (RHE) Policy**

**April 2021**

**Readopted June 2022**



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### **Relationships and Health Education Policy – June 2022**

#### **Aims**

The aims of relationships and health education (RHE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves, their bodies and their feelings.

RHE also contributes to achieving our whole school ethos of children becoming Albany All-Stars – safe, happy, kind, polite, proud and happy.

#### **Statutory requirements**

As a maintained infant and nursery school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide further sex education in the primary sector beyond the elements contained in the science curriculum and the relationships and health curriculum (as prescribed by the DfE). Further teaching of sex education is not applicable to an infant and nursery school.

In teaching RHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Albany Infant and Nursery School, we teach RHE through our PSHE and science curriculum as set out in this policy.

#### **Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to look at the policy and give their views.
4. Pupil consultation – using our knowledge of our children and what they need from PSHE, circle times and assemblies throughout the year, we have included what we believe will be most beneficial for them.
5. Ratification – the policy was shared with governors and ratified

## **Definition**

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information, and exploring issues and values. RHE is not about the promotion of sexual activity.

## **Curriculum**

Our curriculum was put together using materials from the PSHE association (aligned to the relationships and health materials provided by the DfE), Development Matters and the National Curriculum for KS1 Science. The curriculum is set out on our website but we may need to adapt it as and when necessary. The curriculum is designed to run alongside our Albany All Star ethos (safe, happy, respectful, polite, proud, kind) with a designated half termly focus.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## **Delivery of RHE**

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships and the DfE recognises five elements to Relationships Education. These are:

- Families and people who care for me
- Caring friendships
  - Respectful relationships
- Online relationships
- Being safe

In EYFS this is covered through the PSED strand of the Early Years Curriculum with the focus on three elements:

- Making Relationships
- Self-confidence and self-awareness
- Managing Feelings and Behaviour

In Key Stage 1, through statutory health and relationships education, children will learn about:

- recognising and naming and managing their emotions;
- what makes them special;
- what makes a good friend;
- how to be kind to others;
- what's special about them and their families;
- how families are different;
- life cycles;
- about changes and how they have changed since babyhood;
- how boys and girls bodies are different;
- the correct names for sexual body parts and that some parts of their body are private;
- how to ask for help if they are worried or concerned.

National Curriculum Science is also statutory. At Key Stage 1, this includes:

- identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each.
- that animals, including humans, have offspring that grow into adults

These areas of learning are taught within the context of family life, taking care to ensure that differences between families are recognised and respected (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **Roles and responsibilities**

### **The governing board**

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

The governing board has delegated the approval of this policy to the School Improvement Committee.

### **The headteacher and PSHE leader**

The headteacher and PSHE leader are responsible for ensuring that RHE is taught consistently across the school.

### **Staff**

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils, including those with SEND.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

### **Pupils**

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

### **Parents and Carers**

Parents do not have the right to withdraw their children from health and relationships education, including the relevant elements of the science curriculum. The school informs parents when certain aspects of the RHE programme (private body part names, human life cycle, changes across human life) are taught and provides an opportunity for parents to view the videos and resources being used. Some of this content is taught using the BBC DVD package 'Birth, Care and Growth.' Where concerns may arise, by working in partnership with parents and discussing any concerns with them, it is hoped that they will recognise the importance of this aspect of their child's education.

### **Training**

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development overview

The headteacher will also invite visitors from outside the school to provide support and training to staff teaching RHE.

### **Monitoring arrangements**

The delivery of RHE is monitored by the PSHE leader through following the school's subject leader monitoring cycle.

Pupils' development in RHE is monitored by class teachers as part of our everyday assessments.

This policy will be reviewed by the PSHE leader/head teacher each year. At every review, the policy will be approved by the School Improvement Committee.