



OAKLEY INFANT SCHOOL
PSHE (Personal, Social, Health, Education)
and RHE (Relationships and Health Education) Policy
Thrive, strive and achieve together
Article 28- every child has a right to an education.

Introduction

From 2020, Relationship and Sex Education (RSE) and Health Education became compulsory in all primary schools in England and Sex Education compulsory in all secondary schools. This has been in response to the identified risks children and young people may face through their increased online activities and the need to be safe and healthy, and manage their academic, personal and social lives in a positive way.

Relationships and Health Education (RHE) is 'learning about the emotional, social and physical aspects of growing up, relationships, human sexuality and sexual health. Some aspects are taught in Science and Computing, and others are taught as part of personal, social and economic education (PSHE).

Requirements

As an Infant school, we are required to teach Relationships and Health Education to all pupils. We are not required to provide sex education and we do not use RHE as a means of promoting any form of sexual orientation. The RHE Policy will be sensitive towards the cultural and religious values of the pupils in our school.

Under the Education Act 2002, all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Aims

At Oakley Infant School, we believe that, to be effective, Relationships and Health education (RHE) should always be taught within a broader PSHE education programme. Effective RHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being by supporting children and young people's ability to learn, achieve and flourish.

To ensure this is effective, the aims of RSE at our school are to provide children with the opportunities to develop knowledge, skills and understanding to lead a confident, healthy and happy life. We have a strong focus on developing children's understanding of positive and healthy relationships as we nurture responsible attitudes towards personal relationships including aspects of mutual respect and

care. We aim to develop sensitivity towards the needs of others enabling successful relationships throughout their lives.

At the school, we place high importance on family life and we aim to develop positive relationships and respect for difference and diversity, reflecting the different family backgrounds our children come from. We develop understanding about prejudice and stereotyping.

The children will explore emotions and feelings and we will provide opportunities to develop their vocabulary to enable them to express these clearly. We will help the children to understand that they can speak to a safe and trusted adult if they feel unsafe or worried about something.

We recognise that children are growing up in world where the internet will be a key part of their lives with both benefits and risks. We aim to equip children with the knowledge or enable them to stay safe on and off line and understand what to do if something online concerns or worries them.

We teach about the importance of keeping physically and mentally healthy and the development of skills and attributes such as communication skills, managing peer pressure, risk assessment and decision making. RHE also enhances and is enhanced by learning related to topics including anti-bullying, keeping physically and mentally healthy and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip our pupils for adult life and for them to make a positive contribution to society.

Delivery of Relationships and Health education

In our school, we will ensure that RHE is delivered through an age-appropriate curriculum and within this, a framework provided in which sensitive discussions can take place.

Our inclusive Relationships curriculum is prominently delivered alongside the Personal, Social, Health Education (PSHE) curriculum primarily through the 'Jigsaw' PSHE scheme.

The work we do in PSHE links directly to the Jigsaw PSHE Scheme. PSHE also flows through all other curriculum areas. PSHE is a non-statutory subject; however section 2.5 of the National Curriculum states "All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice." It provides a whole-school approach to building these essential foundations crucial for children to achieve their best academically and socially.

Aspects of RHE are referred to in whole school and year group assemblies, especially when exploring themes such as respect and understanding of others.

Confidentiality and Child Protection/Safeguarding Issues

It is important that a safe, open and positive learning environment is established in which all pupils are free from any fear of expressing reasonable points of view. It will be based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every session.

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain

children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who will take action as laid down in the Child Protection Policy.

All staff members are familiar with the policies associated with Confidentiality and Safeguarding and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

We cover the KS1 science national curriculum requirements for 'animals including humans'. This covers identifying main body parts and life cycles. If a child asked for the correct terminology for private areas, the staff would give the children the accurate and scientific name, however this is not taught as part of our curriculum.

These areas of learning are taught in context of family life taking care to ensure that there is stigmatisation of children based on their home circumstances (families can include single parent's families, LGBTQ+ 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).

For more information about the RHE curriculum, refer to the PSHE planning.

What is Health Education?

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the benefits and importance of exercise, good nutrition and sufficient sleep. Children will also be given the language and knowledge to understand the normal range of emotions that everyone experiences. Children will be taught about the two way positive relationship between good physical health and good mental wellbeing. All lessons will be taught at an age appropriate level to meet the needs of the objectives in Relationships and Health Education curriculum, under the headings of:

- Mental Wellbeing
- Internet Safety and Harms

- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health Prevention
- Basic First Aid

Differentiation/SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes.

Teachers should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RHE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

It is not our policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Parental Involvement

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for PSHE and RHE. We recognise that parents are usually the primary source of information about sex and relationships for young children. We respect and acknowledge the valuable contributions they make.

Parents are provided with the opportunity to find out about and discuss the schools programme through the year group curriculum meetings, parents evening, policies, school website, letters, newsletters and as an open door policy. Staff will discuss issues in a positive, sensitive and proactive manner.

Parents will be informed if their child is showing anxiety or take exceptional interest in these matters. Parents will also be consulted if we are concerned about inappropriate sexual knowledge or behaviour. We ask parents to inform us if their child is saying or doing anything which they are concerned about.

Parents' right to withdraw

Parents do not have the right to withdraw their child from relationship education. There is no right to withdraw from Relationships Education in general, in order to ensure that “children are given the knowledge that will enable them to make informed decisions about their well-being, health and relationships” (DfE RSE Guidance, 2019).

If parents are concerned about what is taught please consult the Head teacher.

Roles and responsibilities

The Governing body approved the RHE policy, and hold the Head teacher to account for its implementation. The Governor with responsibility for PSHE / RSE / Drug and alcohol education is Sarah Wyatt and overseen by Chair Louise Guy.

The Head teacher is responsible for ensuring that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. The head teacher is responsible for ensuring that PSHE and RHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RHE. The Head Teacher liaises with external agencies regarding the school RHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Head Teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The subject leader alongside the Head teacher will monitor the impact if the Relationships and Health Education. This is not a standalone subject as it is part of the school's ethos and values. The effectiveness of the Primary objectives will be evaluated through;

- Assemblies
- Circle times
- Stories
- Pupil questionnaires
- Parents questionnaires
- Learning walks
- Lesson observations

All **staff** are responsible for;

- Delivering RHE in a sensitive way
- Modelling a positive attitude to RHE
- Monitoring progress
- Responding to individual needs of individual pupils

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

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, community police and fire officers, make a valuable contribution to the wider curriculum. Their input should be carefully planned and monitored so as to fit into and complement the programme. Teachers MUST always be present during sessions and remain responsible for the delivery of the information.

Links to other policies and curriculum areas

RHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development. Staff are aware of the need to refer to these policies when appropriate.

Documents that inform the schools Relationship and Health education policy cross references with the following policies:

- Education Act
- Keeping Children safe in education
- Anti-Bullying Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- RE Policy
- Inclusion Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Child Protection
- Preventing and tackling Bullying
- SEND Code of Practice
- Promoting Fundamental British Values as part of SMSC in schools
- Equality
- PSHE Curriculum
- Home School Agreement

Approved by Curriculum Committee

July 2024

Review date

Summer 2027

Appendix 1

Jigsaw PSHE Jigsaw puzzle pieces

Jigsaw PSHE covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events.
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education.
Summer 2:	Changing Me	Includes Relationships in the context of looking at change as appropriate for the age of the child.

