

Frogmore Infant School

Relationships and Health Policy

1. Aims

At Frogmore Infant School we teach relationships and health education. We do not teach any non-statutory elements of sex education.

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

Ensure pupils have a secure understanding of our age related expectations of families and people who care for me, caring friendships, respectful relationships and being safe

Support the emotional, social and cultural development of pupils

Help pupils develop feelings of self-respect, confidence and empathy

Teach the characteristics of good physical health and mental wellbeing. Staff will be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

2. Statutory requirements

As a maintained primary school we must provide relationships and health education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Frogmore Infant School we teach relationships and health education as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff 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 attend meetings and complete questionnaires about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships and health education:

- Is about the emotional, social and cultural development of pupils, and involves learning about relationships and emotions, healthy lifestyles including good physical health and good mental wellbeing, diversity and personal identity.
- Involves a combination of sharing information, and exploring issues and values.
- Is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents 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.

At Frogmore Infant School we only teach relationships education. We do not teach any non-statutory elements of sex education.

6. Delivery of relationship and health education

Relationships and health education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects are taught within the science curriculum, and other aspects are included in religious education (RE). At Frogmore Infant School we only teach relationships and health education. We do not teach any non-statutory elements of sex education.

Relationships and health 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
- Good physical health and mental wellbeing
- Being safe including online

For more information about our relationships and health education curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent 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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the Relationships and Health Education Policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that relationships and health education is taught consistently across the school

7.3 Staff

Staff are responsible for:

- Delivering relationships and health education in a sensitive way
- Modelling positive attitudes to relationships and health education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching relationships and health education.

All teachers are responsible for planning and delivering our relationships and health education to the children in their class.

7.4 Pupils

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

8. Parents' right to withdraw

At Frogmore Infant School we only teach relationships and health education. We do not teach any non-statutory elements of sex education.

Parents do not have the right to withdraw their children from relationships and health education.

9. Training

Staff are trained on the delivery of relationships and health education as part of their induction and it is included in our continuing professional development calendar.

10. Monitoring arrangements

The delivery of relationships and health education is monitored by SLT.

Pupils' development in relationships and health education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and health education curriculum coverage

	RSE statement for end of Key Stage 1
<i>Families and people who care for me</i>	To learn about people who look after them and their family networks
	Ways that pupils can help the people who look after them
	That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterized by love and care
	How to recognise if family relationships are making children feel unhappy or unsafe, and how to seek help or advice from others if needed
<i>Caring friendships</i>	How important friendships are in making us feel happy and secure
	The characteristics of friendships, including mutual respect, honesty, trustworthiness, kindness, generosity, sharing interests and experiences and support with problems and difficulties
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
<i>Respectful relationships</i>	The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
	The importance of having manners, being polite and being kind
	That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority
	About bullying and how to get help
	To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
<i>Being safe</i>	How to ask for advice or help for themselves or others, and to keep trying until

	they're heard
	Where to get advice (e.g. family, school)
	The difference between secrets and surprises (including that it is not always right to keep secrets if they relate to being safe)
	Understand that they have a right to 'be safe on the outside' and 'feel safe on the inside'. Be able to Identify emotions for when they are feeling safe and unsafe
	Identify potential unsafe situations and steps they can take to avoid or remove themselves from them
Mental wellbeing	Know that mental wellbeing is a normal part of daily life, in the same way as physical health.
	That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.
	How to recognise and talk about their emotions and emotions of others
	Begin to know the importance of physical exercise, time outdoors, hobbies/interests and helping others on mental wellbeing and happiness.
Physical health and fitness Healthy eating	Know the basic needs of humans for survival
	Describe the importance for humans of exercise, eating the right amounts of different types of food