



Witley C. of E. Infant School

Learn, love and flourish together

Relationships, Sex and Health Education Policy

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Relationships, Sex and Health Education Policy

Overview

This policy is a working document which provides guidance and information on all aspects of Relationships, Sex and Health Education within the schools for staff, parents/carers and governors. Relationships and health education is compulsory in all primary schools in England. As an infant school our curriculum does not include sex education content, therefore the right of parents/carers to withdraw their child from this element does not apply.

This policy takes into account the Relationships and Sex Education (RSHE) 2020 (updated 09.21) and Health Education guidance issued by the DfE.

Through our strong Christian values of friendship, respect, joy, resilience, trust and confidence, we aim to serve our community by providing an education of the highest quality within the context of Christian belief and practice. Our Relationships, Sex and Health Education (RSHE) policy and related policies are underpinned by these values.

As a Church of England School we undertake to follow the principles in the Church of England and the Guildford Diocesan Board of Education which support the statutory guidance relating to, relationships, sex and health education [RSHE].

The core purpose of this document is to help adults who work with pupils at Witley C of E Infant School to support their physical, emotional, moral and spiritual development by teaching clear facts, developing skills, positive attitudes and values.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

We want to enable pupils to build good friendships and encourage healthy relationships, make responsible and informed choices and decisions about their behaviour and lives.

Aims

The school aims to:

- Help and support all its pupils in their physical, emotional and moral development
- Learn the value of respect, love and of stable and healthy relationships
- Communicate the value of family life, and stable and healthy relationships for the nurture of pupils
- Encourage all pupils to value respect, love and care, and to promote consideration of moral questions and individual conscience
- Support the safeguarding of all pupils

The Headteacher will ensure that:

- The policy is being implemented
- Staff, governors and parents/carers are informed about our RSHE policy
- Parents/carers are comfortable to discuss any concerns they may have about RSHE
- Parents/carers are aware that the school recognises the important role and responsibility that parents/carers have as first teachers of RSHE.

Class teachers will ensure that:

- They take account of the policy and the statutory guidance for RSHE policy
- They plan and deliver engaging and effective lessons through the Jigsaw programme, science and computing curriculum
- They refer to our DSL, SENCo or ELSA where necessary
- Their daily interactions with pupils model and support the values, attitudes and behaviours promoted by the RSHE policy
- Their personal beliefs and attitudes do not prevent the teaching of RSHE in line with this policy

Class teachers will use their professional skill and discretion before answering questions and, if necessary, will deal with questions on an individual basis after the lesson. All adults within the school will notify the Headteacher of any issues that give cause for concern that arise from the application of this policy. The Headteacher will deal with any such issues accordingly.

Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a pupil's concerns with the pupil's parents/carers.

Teachers are aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between pupil and teacher will be observed, except where a pupil's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Lead would be informed, and the school's safeguarding policy followed.

We acknowledge that our pupils have lived through a pandemic which has caused disruption and will continue to impact on children's lives in ensuing years. We recognise that the enforced time at home and being away from school may have had ongoing impact on the relationships that the pupils have both at home and at school. We will continue to prioritise our relationships with our pupils, whether that is maintaining existing relationships or re-establishing strong bonds. We will achieve this through adapting and being responsive in our approach to each change we face for the foreseeable future.

Our curriculum will continue to have the pupil's mental health and wellbeing at the centre, with a key focus on healthy relationships, re-connecting and belonging. We will ensure that we manage worries, fears and anxieties and support pupils with loss and bereavement where this arises.

ELSA (Emotional Literacy Support Assistant)

At Witley, we understand that there will be some pupils that require extra support with social and emotional needs. Research shows that pupils learn best when they have high self-esteem, self-awareness, resilience and a sense of belonging. There are opportunities to work with our school ELSA to support the pupils to gain an understanding of who they are, build self-esteem, resilience, understanding and regulating emotions. Our ELSA room is equipped with high quality resources to support nurture groups and interventions.

Governors:

It is the school governors' responsibility to ensure that the policy is developed and implemented. School governors are in law expected to give 'due regard' to the RSHE 2000 guidance and to maintain an up to date policy which must be available to parents/carers. Governors will:

- ensure that there is an effective and up to date policy in place
- monitor how well the policy is used to plan and deliver the RSHE policy

Delivering our Relationships, Sex and Health Education curriculum

Relationships, sex and health education (RSHE) is integrated into our curriculum through our Jigsaw Programme (personal, social, health and economic education), science and computing curriculum.

RSHE will be taught in the context of developing happy and healthy relationships throughout the whole school, starting in Early Years. It will promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community. In the primary phase, it builds a foundation of emotional and social skills, which is central to all later work within this area of the curriculum. Pupils are taught the necessary strategies, knowledge and skills to navigate the wider world and have awareness of how to keep themselves safe.

The Jigsaw Programme covers all areas of PSHE for the primary phase including statutory 'Relationships and Health Education'. The table below gives the learning theme of each of the six 'Puzzles' (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit? Jigsaw Charter established.
Autumn 2	Celebrating Difference	Respect for similarity and difference. Anti-bullying and being unique.
Spring 1	Dreams and Goals	Aspirations, how to achieve goals and understanding the emotions that go with this.
Spring 2	Healthy Me	Being and keeping safe and healthy.
Summer 1	Relationships	Building positive, healthy relationships.
Summer 2	Changing Me	Coping positively with change.

Some learning content is taught discreetly, with which teachers have ownership in planning and delivering this in a suitable and age-appropriate manner, along with the utilisation of workshops and visitors to enrich learning for all.

Our staff follow the **NSPCC PANTS** scheme which will be shared with the pupils during PSHE sessions, timetabled into the year group sessions every half term. The PANTS scheme from the NSPCC talks about how to keep pupils safe by using a simple underwear rule:

- Privates are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

Early Years Foundation Stage (EYFS):

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning. Through the EYFS Curriculum pupils are taught to play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Pupils are shown how to form positive

relationships with adults and other pupils, and they talk about how they and others show feelings. Elements of the science curriculum are covered in the area of understanding the world, with themes such as changes over time, basic body parts and the human body.

Key Stage 1:

Through the science curriculum, pupils learn to identify, name, draw and label the basic parts of the human body. Pupils learn about the importance of personal hygiene and maintaining good health and personal safety.

National Curriculum Science Year 1	National Curriculum Science Year 2
Animals, including humans. Pupils are taught to:	Animals, including humans. Pupils are taught to:
<ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Computing and Project Evolve

Through our computing curriculum pupils are taught about online safety. We use the Project Evolve Toolkit to help pupils understand how to stay safe on the internet, which includes healthy conversations and relationships. Pupils learn:

- That people sometimes behave differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

We support parents/carers to help keep their pupils safe online through our monthly Online Safety Newsletter which contains facts and information to help adults openly talk about healthy friendships and relationships online, cyber bullying, and how to monitor and install controls to support their pupil’s online activity. Every year we also email every family our Online Safety Parental Controls booklet to help them keep their child safe online in the home.

Review, Assessment and Evaluation

Monitoring of the RSHE Policy is the responsibility of the Headteacher and the governors. Witley Infant School will assess the effectiveness of the aims, content and methods in promoting students learning through learning walks, sampling teachers’ planning, talking to our pupils and feedback from parents/carers. We will ensure that all pupils have equal access to the RSHE programme through a

thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. The effectiveness of the RSHE programme will be evaluated by assessing pupil's learning and implementing change if required.

Parents/carers Right of Withdrawal

Parents/carers have the right to withdraw their pupils from sex and relationships education in primary school. However, since sex education is taught at Key Stage 2, effectively this means that there is no part of the school's curriculum from which parents/carers have the right to withdraw their pupils at Witley C of E Infant School. However, the school and its governors recognise that there may remain sensitivities. Therefore parents/carers who are unhappy about aspects of the delivery of our RSHE programme have the right to discuss this with the Headteacher and/or governors and are encouraged to do so. Please contact the school office if you have any queries at office@witley.surrey.sch.uk.

Safeguarding and Confidentiality

Safeguarding is a critical part of effective Relationships, Sex and Health Education. Through RSHE, we aim to ensure that all pupils are well equipped to develop positive relationships and awareness of keeping themselves safe in the future. We leave them vulnerable if we do not do everything we can to equip them to keep themselves safe both inside and outside of school. We safeguard our pupils effectively through teaching these valuable life skills. Our comprehensive, broad and balanced curriculum, created in conjunction with the Jigsaw scheme has overarching concepts that are developed through our PSHE teaching.

Staff cannot offer unconditional confidentiality. We are aware that this is a sensitive area of education. Teachers will use their skill and discretion in all situations. Sometimes a pupil may ask a particularly sensitive question. Teachers will decide in these situations whether it is appropriate to give an answer and whether it should be to the whole class or the individual. In cases of suspected abuse or disclosures of abuse the procedure described in our Safeguarding and Child Protection Policy will be adhered to. While the subject of sexual abuse is not included explicitly in the curriculum, all staff will be vigilant to its indicators. If the teacher feels that a pupil is at risk, they will follow the school's safeguarding procedures.

Pupil's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the pupil is at risk or in danger, she/he will raise a safeguarding concern with the Designated Safeguarding Lead who will take appropriate action, as laid down in Safeguarding and Child Protection Policy. All staff are familiar with this policy and know who the Designated Safeguarding Leads are should they be concerned about a pupil. The pupil concerned will be informed that confidentiality is being breached and given reasons why. The pupil will be supported by the teacher throughout the process. Our Pupil Protection and Safeguarding Policy further outlines how we strive to keep our pupils safe.

End of policy.