Relationships and Health Education Policy

Wellfield Infant & Nursery School

Approved by:	Cathy Graham	**Date:** May 2021
Last reviewed on:	July 2021	
Next review due by:	September 2022	

1. PURPOSE

This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

Introduction

Our school Values are:-

- *Care*
- *Respect*
- *Learn*
- *Succeed*

These core values underpin everything we do.

At Wellfield Infant and Nursery School we strive to provide the best education for the children in our care, we provide:

- a safe, **caring**, supportive stimulating learning environment;
- a team of r**espectful**, tolerant, open minded citizens;
- a community where everyone **aspires** to be the very best they can be;
- a community of **resilient** lifelong learners;
- a nurturing environment, where all achieve **success**

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

We have based our school's Relationship & Health Education Policy on the DFES Guidance, July 2019.

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness."

"All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives." (DFES Statutory guidance July 2019)

Statutory Requirements

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.
For the purpose of this policy, **"relationships education"** is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts.

For the purpose of this policy, **"health education"** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Policy development

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

1. Review – Members of the Senior Leadership Team pulled together all relevant information including relevant national and local guidance to draft the policy.

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 a meeting about the policy

4. Ratification – once amendments were made, the policy was shared with governors and ratified

2. Our Aims

At Wellfield Infant & Nursery School, we aim to provide all pupils with knowledge and understanding of all kinds of relationships in order for them to establish their own positive, tolerant and healthy relationships. Relationships and Health Education is a crucial part of equipping children with knowledge for their lives now and in the future.

We strive to prepare pupils for the physical and emotional challenges of growing up by teaching them about respect for themselves and others. We deliver this learning through PSED (Early Years Foundation Stage), PSHE and Science lessons which are all underpinned by our School Ethos of nurturing mutual respect, inclusivity and kindness.

In order to ensure all aspects of Relationships and Health Education are taught to all of our pupils we will:

- Provide a framework in which sensitive discussions can take place.
- Teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- Promote positive emotional and mental wellbeing.
- Address online safety
- Prepare them for growing and developing, the importance of health and hygiene and the link between good physical health and good mental wellbeing.
- Teach pupils about respect for others, understanding boundaries in friendships and in play.
- Help pupils develop feelings of self-respect, confidence, resilience, kindness and empathy.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To teach pupils how to keep their body safe

- Promote the importance of values and individual conscience and moral considerations
- Teach the value of family life and loving relationships for the nurture of children. Families can include for example, single parent families, LGBTQ+ parents, adoptive parents, foster parents/carers, families headed by grandparents amongst other structures

3. Purpose

- To prepare pupils to cope with the physical and emotional challenges of growing up
- To give them an elementary understanding of human reproduction
- To give pupils accurate and sensitive answers to any questions they may have
- To build self-esteem and emotional well-being and develop confidence in talking, listening and thinking about feelings and relationships
- To recognise differences in themselves and others as they grow
- To build respect for themselves and for others, at home, school, work and in the community
- To be aware of their own body
- To value family life

We believe it is important to children to begin to develop a greater understanding of Health and Relationships from an early age and pupils should be given the opportunity to examine their own attitudes and values and make informed decisions and respect that other people may have different attitudes and opinions.

Through the Relationships and Health Education work at Wellfield Infant & Nursery School we aim to prepare all children as best we can on the following Personal and Social skills linked to this area and in line with our Safeguarding Policy.

Pupils will be taught how to:

- Learn to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Understand different cultures and values
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. This message is reinforced through direct teaching, during restorative discussions and in assemblies.

4. Delivery

Curriculum Content
Relationships and health education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.
We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Staff all have regular training to support their continuing professional development and enrich their knowledge to fully support the children in school. Staff have regular training on Supporting children's mental health and emotional well-being and have strong links to the school's Educational Psychologist to support staff with any

further training. Staff have also completed training sessions on; Race, Diversity & Inclusion training, attachment disorder, different areas of Special Educational Needs and detailed training around behaviour and how to support and model positive behaviour. All staff have had Safeguarding training which helps develop their knowledge and understanding with some of the areas covered within the curriculum and develops their wider knowledge of their roles and responsibilities when safeguarding children and young people, themselves and others in the wider community. Training of staff will also be scheduled around any updated guidance on the Relationship and Health programme and any new developments, which may need to be addressed in relation to the programme of study.

Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to

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

Curriculum links – PSHE/ PSED, Understanding the World

Families	That families are important for children growing up because they can give love, security and stability The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
Caring Relationships	How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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 How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful Relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness

	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help The importance of permission-seeking and giving in relationships with friends, peers and adults That people sometimes behave differently online, including by pretending to be someone they are not
Being safe	What sorts of boundaries are appropriate in friendships with peers and others That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult, including that it is not always right to keep secrets if they relate to being safe How to ask for advice or help for themselves or others, and to keep trying until they are heard

Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating

Curriculum Links – PSHE/ PSED, PE/ Physical Development, ICT, Science, English/ Speaking and Listening

Mental wellbeing	Mental wellbeing is a normal part of daily life, in the same way as physical health and the benefits of hobbies, interests and participation in activities in their own communities. There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	How to stay safe online
Physical Health and Fitness	The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this (Links to Physical Education)
Healthy Eating	Look at the characteristics of a healthy diet and the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)
Health and Prevention	The importance of sufficient healthy lifestyle and good quality sleep. Dental health and the benefits of good oral hygiene, including regular check-ups at the dentist. About personal hygiene and germs and how they are spread, including the importance of handwashing.

We encourage other valued members of the community to work with us to provide support to the children with regard to health education e.g. school nurse.

Staff endeavour to answer questions that are appropriate to the age of the children. Staff will use their professional judgement when answering children's questions. They will be sensitive to the needs of individual pupils. As a school we are committed to using the right terminology in relation to body parts and ensure that the resources used to support the Relationships and Health Curriculum are age appropriate and promote positive images and inclusion. We also use other sources for resources, such as: Stone Wall, NSPCC, Barnardo's, Young Minds, ELSA Support, PHSE Hub, the Inclusion and Diversity Hub at the Alliance for learning Teaching School.

Moral and Values Framework

Curriculum Links – PSHE/ PSED

We teach Relationships & Health Education in the context of the school's aims and values with an awareness of the moral code which underpins our work in school.

The school has created its own teaching programme which has been sensitively devised to develop children's understanding of how to keep their bodies safe. These lessons are delivered by the class teacher under the guidance of the Headteacher, PSHE Co-ordinator and SENDCo and involve using materials such as the "Pants Rule" from the NSPCC and other age appropriate resources. Information for parents and carers to support our work in developing children's understanding of this sensitive issue are shared via the school's website and Facebook page.

This moral framework concurs with government guidance and recognises the diversity of belief and types of relationships that exist in our society. We teach relationship & health education in the belief that:

- Relationship education is part of a wider social, personal, spiritual and moral education process
- Children should be taught to have respect of their own bodies
- It is important to build positive relationships with others, involving trust and respect, awareness of other people's feelings and providing mutual support and co-operation
- Children need to learn the importance of self-control.

It acknowledges young people's responsibilities and their rights, that they need loving relationships and will face real life dilemmas now, as well as in their adult life. It provides information which is easy to understand and appropriate to their age and maturity.

5. Equality and accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People with different religions or beliefs or with no religion or belief
- People of different ages
- LGBTQ+ and straight people
- People who have changed their sex

Curriculum Links – PSHE/ PSED, RE, Understanding the World

The school is committed to providing Quality First Teaching to all pupils and making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
The curriculum will be 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 a mum and a dad, blended families (step/half siblings) 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).
Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Relationships/Behaviour Policy, which sets out our expectations of pupils.

6. Roles and responsibilities

The Governing Board

The Governing Board will approve the Relationship & Health Education policy, and hold the Headteacher to account for its implementation.

The governing board has delegated the approval of this policy to the Staffing and Standards Committee.

The Headteacher

The Headteacher is responsible for ensuring that Relationship & Health Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of the curriculum content.

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of Relationships Education.

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

All class teachers are responsible for the planning and teaching of Relationships Education at Wellfield Infant School.

Pupils

All pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships & Health Education, treat others with respect and sensitivity.

7. Parents' right to withdraw

According to the latest guidance, parents **do not** have the right to withdraw their children from the statutory aspects of Relationships& Health Education.

By law, parents are only able to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum. **For the avoidance of doubt, the Relationships Education curriculum taught at Wellfield Infant & Nursery School does not include sex education due to the age of the pupils.** However, by law, parents do have the right to withdraw their child from Religious Education.

8. Monitoring & Review

The school's governing body ratifies the Relationships and Health Education policy and it will review this policy every year from the date on the front page. In reviewing the policy it will consult the following groups:

* parents
* staff
* pupils

School will also ensure they follow any new guidance or topics provided in the National Curriculum or recommendations from the DFE and ensure that parents are informed of any changes that will be made.

Chair Of Governors……. S Alderson

Headteacher……C Graham