



Barnett Wood Infant School

Relationships, Sex and Health Education Policy

Person responsible:	Headteacher/PHSE Subject Leader
Date of writing / last review:	October 2023
Approved by:	Governing Body
Date of next review:	October 2024

Relationships, Sex and Health Education (RSHE)

Policy

Contents

1. Aims	2
2. Statutory requirement	2
3. Policy development	2
4. Definition	3
5. Curriculum	3
6. Delivery of RSHE	3
7. Roles and responsibilities	5
8. Parents' right to withdraw	5
9. Training	6
10. Inclusion and Equality	6
11. Monitoring arrangements	6
Appendix 1: Curriculum map	7
Appendix 2: By the end of primary school pupils should know	8
Appendix 3: Parent form: withdrawal from sex education within RSHE	9

Relationships, Sex and Health Education (RSHE)

Policy

1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at Barnett Wood Infant 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 and their bodies
- Prepare pupils for the next phase in their education when they will learn about puberty, and give them an understanding of sexual development and the importance of health and hygiene

Relationships, Sex and Health Education aims to give children accurate information about relationships and sex and allow pupils the opportunities to develop life skills that enable them to make good use of that information. It also offers opportunities to challenge prejudice and explore and develop their own and other people's attitudes and values.

RSHE helps children and young people to make informed decisions, not be pressured into things that they do not want to do and equip them with skills required for effective relationships.

2. Statutory Requirements

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

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Barnett Wood we teach RSHE as set out in this policy.

3. 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 – senior leaders and PSHE leaders 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 a meeting about the policy;
4. Pupil consultation
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

As an Infant School our RSHE is about the emotional, social and cultural development of pupils, and primarily involves learning about relationships, healthy lifestyles, diversity and personal identity. RSHE is learning accurate and age appropriate skills, attitudes and knowledge about the body and gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and helps children to understand how to stay safe both on and offline.

RSHE involves a combination of sharing information, and exploring issues and values through assemblies, circle time, group sessions and other enrichment activities.

RSHE is not about the promotion of sexual activity. As an Infant School, we teach the children correct terminology for body parts of humans and animals. We look at the human body as it grows and changes as well as the life cycles of humans and animals. This content is statutory as part of the Science National Curriculum. We are not teaching any other aspects of Sex Education as defined by the RSHE curriculum.

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, 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

At Barnett Wood, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Here, at Barnett Wood, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The mapping document shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. An overview of the programme can be seen on the school website.

What do we teach when and who teaches it?

Whole-school approach

Jigsaw 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 well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Barnett Wood we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

National Curriculum Science is also statutory. This includes:

Key Stage 1

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

We also teach RSHE through other subject areas (eg Science, PE and RE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Aspects of RSHE are also delivered by senior leaders in whole school assemblies, for example Online Safety, values assemblies (Respect) or Friendship/Anti-Bullying. Visitors are invited to deliver assemblies on keeping safe, for example NSPCC 'Stay Safe, Speak Out' campaign.

For more information about our RSHE curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The governing board

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

The governing board has delegated the approval of this policy to the Headteacher.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE

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

All teachers are responsible for teaching RSHE at Barnett Wood Infant School.

7.4 Pupils

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

8. Inclusion and Equality

Barnett Wood Infant School is committed to the provision of RSHE to all of their children. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with additional needs are given extra support.

Barnett Wood Infant School is required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against

pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

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

The Headteacher and PHSE Leader may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by the Senior Leadership Team and PSHE Lead through arrangements, such as planning scrutinies, learning walks, pupil conferencing etc.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head Teacher every year. At every review, the policy will be approved by the governing board and Head Teacher.

Appendix 1: Relationships, Sex and Health Education Curriculum Map



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

Appendix 2: By the end of primary school pupils should know:

Topic	Pupils should know
Families and people who care about me	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 That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	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 What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	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 How information and data is shared and used online

Being safe	What sorts of boundaries are appropriate in friendships with peers and others(including in a digital context) About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe 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 How to ask for advice or help for themselves or others, and to keep trying until they are heard How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice e.g. family, school and/or other sources
--------------------------	---

Appendix 3: Parent form: withdrawal from sex education within RSHE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within Relationships, Sex and Health Education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	