

Relationships and Health Education (RHE) Policy (as from September 2020)

Created: Spring Term 2020 and updated by the Full Governing Body Spring Term 2021

Next Review: Spring 2022

1. Aims

The aims of Relationships and Health Education (RHE) at our school are to:

- provide a culture and environment in which sensitive discussions can take place
- develop pupil understanding regarding the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy, upholding the school values through being caring, honest and respectful
- create a positive culture around issues of health and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies

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](#).

We are not required to teach Sex Education however elements contained in the Science curriculum will be taught.

In teaching RHE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At Chalfont St Peter we teach RHE as set out in this policy.

3. Policy development

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

- Review – the Head teacher and 2 governors collated all relevant information including national and local guidance with due consideration that Infant aged children attend our School
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations in the Spring Term 2020
- The policy was shared with governors at a Teaching and Learning Committee meeting
- This policy and details outlining the curriculum will be offered to all parents for comment
- Ratification – the policy was ratified with governors at Spring 2021 Full Governing Body meeting

4. Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information, and exploring issues and values.

RHE is not about the promotion of sexual activity.

5. Curriculum

We have developed the curriculum which considers the age, needs and feelings of pupils aged 4-7 years old. If pupils ask questions outside the scope of this policy, teachers will respond to the question as appropriate.

Primary Sex education is not compulsory in primary schools and the content of this policy focuses on Relationships Education. Refer to DfE Relationships and Health Education (RHE) statutory guidance, Paragraph 65.

For more information about our curriculum, see below.

6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

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

For more information about our RHE 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, LGBT 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 Body

The Governing Body will hold the Head teacher to account for the implementation of this policy.

7.2 The Head teacher

The Head teacher is responsible for ensuring that RHE is taught consistently by all teachers across the school.

7.3 Staff

Staff are responsible for:

- delivering RHE in a sensitive way
- modelling positive attitudes to RHE
- monitoring progress
- responding to the needs of individual pupils

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

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education.

Only statutory components of Sex Education will be taught in Chalfont St Peter Infant School.

9. Training

The School community will invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RHE.

10. Monitoring arrangements

The delivery of RHE is monitored by all teachers through curriculum review.

This policy will be reviewed by the Teaching and Learning Committee and the Head teacher every two years.

Chalfont St Peter Infant School
‘Learning Together and Celebrating Success’

Appendix 1: By the end of Infant 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 • 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 physical actions is never appropriate • 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

TOPIC	PUPILS SHOULD KNOW
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, 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

Chalfont St Peter Infant School
'Learning Together and Celebrating Success'