



# Turnfurlong Infant School

## Relationships and Health Education policy

<b>Approved by:</b>	Governing Body	<b>Date:</b> 23 <sup>rd</sup> March 2021
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Appendix 1: By the end of Primary School pupils should know

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## 1. Aims

The aims of relationships and health education (RHE) at Turnfurlong Infant School are:

- To teach children about what it means to be part of a community
- To help children develop feelings of self-respect, self-confidence
- To help children develop respect and empathy for others
- To teach children to know and recognise what makes a good friend
- To teach children to value all the positive things about being part of a family unit and that all families are valued equally
- To teach children about ways to stay physically healthy and why this is important
- To teach children about ways to stay mentally healthy and why this is important
- To teach children skills to keep themselves safe online and in the wider world

The teaching of RHE at Turnfurlong Infant School relates to our school values, the school strategy, the school behaviour policy, the anti-bullying policy, the e-safety policy and our equalities objectives.

We do not teach Sex Education at Turnfurlong Infant School.

## 2. Statutory requirements

As an Infant school we must provide relationships and health education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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 Turnfurlong Infant School we teach RHE 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 – a member of staff, working with colleagues at Turnfurlong Junior School, 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 – a joint meeting and follow up workshops for parents were held at Turnfurlong Junior School in the Spring Term 2019/2020 and the Autumn Term 2020/2021
4. Ratification – once amendments were made the policy was shared with governors and ratified

## 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.

## 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.

## 6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Other aspects are included in religious education (RE).

Children in EYFS (Nursery and Reception) and Key Stage 1 (Year 1 and Year 2) are **not** taught Sex education.

### Relationships education

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 the RHE scheme of work.

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 approve the RHE policy, and, hold the headteacher to account for its implementation.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently 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 RSE are encouraged to discuss this with the headteacher.

Amanda Smith is the teacher with coordinator responsibility for RHE at Turnfurlong Infant School.

### 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 and health education.**

Children in EYFS (Nursery and Reception) and Key Stage 1 (Year 1 and Year 2) are **not** taught Sex education.

## 9. Training

The delivery of RHE is part of new staff induction and it is included in our continuing professional development calendar.

## 10. Monitoring arrangements

The delivery of RHE is monitored by Rebecca Ochiltree, Headteacher, through:

- Planning scrutiny
- Learning walks
- Work scrutiny

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

This policy will be reviewed by the senior leadership team and the governing body annually.

## Appendix 1: By the end of primary school pupils should know

Areas that are covered at Turnfurlong Infant School are highlighted in yellow

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• 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</li><li>• 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</li><li>• 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</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• 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</li><li>• 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</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

