

ASHCROFT INFANT AND NURSERY SCHOOL

Providing the best start in life for all children



Policy for Relationships and Health Education

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Ashcroft Infant and Nursery School

Policy for Relationships and Health Education

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Introduction

Our Relationships and Health Education (RHE) Policy outlines the purpose, nature and management of relationships taught in our school.

Policy Development

Our RHE Policy has been developed in consultation with staff, children and parents. The consultation and policy development process involved the following steps:

Review: Our Headteacher and PHSE Lead pulled together all relevant information including relevant National and local guidance.



Staff Consultation: all school staff were given the opportunity to look at the policy in a staff meeting and make recommendations.



Parent/Stakeholder Consultation: parents and any interested parties were invited to review our policy and feedback to the Headteacher.



Pupil Consultation: The PHSE Lead investigated what exactly children want from their RHE.



Ratification: Once amendments were made, our RHE policy was shared with Governors and ratified.

Statutory Requirements

As maintained schools, we must provide relationships education to all children as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education but do need to teach the elements of sex education contained in the science curriculum.

Our RHE curriculum is tailored to the age, physical and emotional maturity of children, and is set out in this policy.

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.

The Right Honourable Justine Greening, then-Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2020.

What is Relationships Education?

Relationships and Health Education (RHE) is learning about the emotional, social and cultural aspects of growing up, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Some aspects are taught in Science, and others are taught as part of Personal, Health, Social and Economic Education (PHSE).

At Key Stage 1 RHE is not taught explicitly. We aim to develop relationships in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Health, Social and Economic Education (PHSE) and Citizenship. RHE will be fully integrated into the curriculum.

RHE should enhance learning through:

Attitudes and values

Personal and social skills

Knowledge and understanding

Attitudes and values

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life within stable and loving relationships for the nurture of the children
- Learning the value of respect, love and care
- Exploring, considering and beginning to understand moral dilemmas
- Developing critical thinking as part of decision making

Personal and social skills

- Learning to manage emotions and relationships with confidence and sensitivity
- Developing self-respect and empathy for others
- 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
- Developing skills in personal relationships, e.g. friendships, bullying, building of self-esteem, communication, assertiveness

Knowledge and understanding

- Generating an atmosphere where children feel safe to ask questions and raise concerns

Training

All Ashcroft staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar. Our Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

Delivering Relationship and Health Education

At Ashcroft Infant and Nursery School we teach RHE through different aspects of the curriculum. Much of this teaching will take place in PHSE sessions

Discussion will be encouraged to allow children to share their emotions. Sometimes this will occur as a result of particular things that have happened at school and at home. It is important to respond to these as appropriate and as and when things happen.

Across all Key Stages, children will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life

Working with Parents

At Ashcroft we send out weekly newsletters to parents. These information sheets cover all areas of learning. Parents are welcome to come in and ask questions about any aspect of the curriculum and will be given access to more detailed plans and schemes of work on request. We believe that for children to achieve the desired objectives a positive and united relationship must continue to exist between home and school and we should encourage discussion about this area of the curriculum as we would at any home.

Here at Ashcroft we...

- inform parents/carers about the school's RHE policy and practice
- answer any questions that parents/carers may have about RHE in relation to their child
- take seriously any issues that parents/carers raise with Teachers or Governors about this policy or the arrangements for RHE in the school.

The role of our Parents

At Ashcroft we are well aware that the primary role in relationship and Health education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of the children at our school through mutual understanding, trust and co-operation.

The role of our Governors

In accordance with the Education Act 1996, the Governing Body will keep the school's policy for RHE up to date and published in consultation with parents.

The role of our Teachers

At Ashcroft we believe that nurturing the whole child is crucial and that, in order for a child to achieve their academic potential, it is important to nurture their physical, moral and social, emotional and spiritual well-being. The attitudes and beliefs of staff will **not** influence the teaching of RHE and teaching will be matched sensitively to the needs of the children. Whilst children's questions and comments will be dealt with sensitively and honestly, partnership with parents is considered essential and we will inform and consult with parents when appropriate.

Cross Curricular Links

We have a cross curricular approach to teaching subjects. All curriculum areas make a contribution to RHE. Some subjects make a clear contribution, such as Science and PSHE, while other subjects make a less obvious, but important contribution, such as:

English - discussion of relationships and moral dilemmas

Religious Education (RE) - discussion of family and marriage in different cultures, religion and contexts.

History and Geography - discussion of wider social, cultural and family issues in the past, present and in different parts of the world.

Art and Music- discussion of feelings and emotions

Differentiation and Additional Educational Needs

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated and all contributions to be valued and respected. Teachers may need to use different resources, activities or provide specific support depending on the needs of the children.

Use of Language

Our staff will introduce a safe, neutral vocabulary with which to communicate. They will acknowledge the words used at home and with friends but should negotiate the use of words at school that are acceptable to all concerned.

Answering Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but, if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs. This may involve referring the child back to their parent/carer or school health advisor for an answer or by seeking advice from the PSHE/RHE Leader.

Child Protection

Should issues of disclosure regarding inappropriate sexual behaviour/activity arise, then the Teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will refer to the school policy, child protection procedures and guidelines.

Online Safeguarding

Teachers will refer to the school policy, teaching children to keep themselves safe from harm, both on and offline.

Links with the Wider Community

There are a range of people in the community who may be able to support RHE e.g. Community Nurses, Health Visitors, Doctors, health related organisations, local authority staff, youth workers. These external agencies can give the children access to a wide range of experience and expertise, new resources and different approaches to learning. The use of any external agency must be planned to enhance the provision within school and agreed with the Headteacher and PSHE/RHE Lead. Visitors will be made aware of any relevant policies relating to RHE and the statutory requirements. We will ensure that the professionals adopt a consistent approach, similar to that of teaching staff.

Equal Opportunities

The Governors and Ashcroft staff are committed to providing the full range of opportunities for all children regardless of gender, disability, and ethnicity, social, cultural or religious background. All children have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice and stereotyping.

Related Policies

This policy should be read alongside the following:

- Child Protection/Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- Online Safeguarding
- PSHE policy
- PSHE programme of study

Review and Monitoring

The RHE policy will be monitored and evaluated by the PHSE/RHE Lead, Senior Leadership Team (SLT) and Governors.

Covid-19 Action Plan

At Ashcroft, we felt it is necessary to adapt our Relationships curriculum as a result of the current Covid 19 pandemic. Many children returning to school following the pandemic will have had a range of challenging experiences and, as a result, may have a substantial lack of confidence and uncertainty about the future. For some children, the challenge of returning will not be difficult, but for others the prospect of returning will be a problematic and overwhelming experience. Our children have experienced loss of routine, freedom, relationships and social interaction. Positive, healthy relationships are fundamental for children's holistic development, so the loss of relationships and social interaction will have a major impact on their mental health and emotional well-being.

Children, parents and staff at Ashcroft will have experienced turmoil and change outside of their previous experience. Different people will have had different experiences; for some, there will have been a peaceful interlude and an opportunity to catch up on pursuits that there is often not time for in our busy lives. The reality for others may have been very different including trauma in the form of increased anxiety, loss of social relationships, lack of regular, purposeful routine and the loss of a loved one. These stressful and emotional events may have caused heightened anxiety in both adults and children. Some children are showing increased signs of anxiety with being in proximity to others or going outside of their home, as well as separation anxiety from their close family members.

At Ashcroft, we strongly believe that it is crucial for our children, staff and families to receive the necessary support, care and nurture from September following on from this unprecedented time. Social relationships are key to learning and cannot be underestimated in terms of their importance and influence. It is vital that we provide a significant number of opportunities for our children, staff and parents to develop and re-build a positive, healthy mental well-being.

Bounce Back to School Programme

To help and ease the transition for our families and children both at home and school, we will be introducing the Bounce Back to School six-week programme in September, where relevant and appropriate activities are delivered in parallel with each other. All themes are addressed with a different focus of support each week:

Week 1 – Getting Back on Track

Week 2 – Love and Loss

Week 3 – Planning and Dealing with Change

Week 4 – Coping Skills

Week 5 – Celebrate Nature

Week 6 – Staying on Track

Further details of the curriculum on offer can be found in the Appendices.

By focusing on these specific themes as part of the Bounce Back to School programme, we aim to focus on managing adversity as a whole school approach, which we believe will hugely benefit our children at Ashcroft. The relevant themes and parallel activities provide opportunities for children to rebuild relationships by creating a safe, secure base, aiming to reduce anxiety and positively influence their future expectations and behaviours. We aim to teach children what is within their control and what is not, as well as creating coping step plans. Children will need time and support to understand and process their thoughts and feelings to help make sense of this time and the world around them.

At Ashcroft, we are passionate about promoting the importance of determination and resilience, and this programme will enable our children to develop an understanding of how they have developed an ability to get through life during this difficult time. Through implementing this programme we will provide children with the relevant support to help them cope with resilience and to continue to develop in a positive manner. The programme will also encourage our children to think about others and what others might need when working and playing together, valuing the importance of being kind and supportive to one another. We aim to develop co-operation and pro-social skills, which are vital for children when forming and maintaining positive relationships with their peers.

Programme Delivery

This is a whole-school approach in supporting the transition of children returning to school, enabling every child in the school to access. At Ashcroft, we will deliver classroom-based lessons that will be undertaken every day over a period of six weeks. The morning session will be between 30-60 minutes and the end of the day activity is a 15-minute delivery. Our most vulnerable children or those who have had a more significant reaction to the pandemic may require small group work using the same programme including support with a deeper level of engagement. There will be home-based activities involving families, enabling parents to access this too as part of their own recovery, creating a sense of community and unity at Ashcroft.

During the early stages of the Bounce Back to School Programme, our children will be given the opportunity to share their positive and negative experiences of the Covid-19 lockdown, and will discuss what this time meant to them. Children in the Early Years Foundation Stage and Key Stage One will draw and label pictures to represent their experiences. Our children will be able to identify how they may have felt during this time and therefore link any feelings or emotions they have previously encountered before the Covid-19 pandemic.

At Ashcroft, each child will be given a double sided happy/sad face in their individual learning packs to indicate their emotions, and state whether they would like to talk about these feelings. During the first week of the programme, children will participate in lessons which introduce a range of resources, including a feelings ladder and an emotions wheel. These visual resources will connect various different feelings, helping our children to identify when they experience a particular emotion. Children will discuss the meaning of worry and anxiety, to help them understand particular situations which are within their control. They will also study the importance of kindness and doing things to help each other, as well as the significance of working together in a team. They will learn how we can make ourselves feel better when experiencing stressful situations and what it means to be brave. At Ashcroft, we believe that it is vital for our children to recognise and understand the link between our thoughts, feelings and actions, and be able to identify that our minds are connected to our bodies.

The Bounce Back to School programme incorporates effective mindfulness activities within each weekly session, which are extremely important for adults and children's mental well-being. The lessons provide opportunities for circle time discussions and regular guided meditation sessions with the use of relaxation music. At the end of each lesson the teacher will carry out a one-minute relaxation exercise, which will enable children to finish the session feeling calm and reflective. In the later stages of the programme, our children will be given the opportunity to practise the activities independently, developing the ability to apply these exercises throughout their adult lives.

There will be relevant assessment for learning opportunities throughout the programme. At Ashcroft, we have decided that we will carry out a baseline assessment with our children. This is so we are able to identify and understand the range of needs of our children once they return to school. We will also need to take into consideration our Key Worker children who have continued to attend school during the Covid-19 pandemic. At the end of the Bounce Back to School programme our children will complete a post assessment in order to monitor the impact of the programme on their relationships and mental well-being. Both adults and children will create a poster about all the things they have gained from the first five weeks at school. We need to show our children that they have the coping skills and confidence to move forward.

RELATIONSHIPS AND HEALTH EDUCATION **HEALTH AND WELLBEING**

In Key Stage 1 our children will...

- know what keeping healthy means; different ways to keep healthy
- know about foods that support good health and the risks of eating too much sugar
- know about how physical activity helps us to stay healthy; and ways to be physically active everyday
- know about why sleep is important and different ways to rest and relax
- know simple hygiene routines that can stop germs from spreading
- know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- know how to keep safe in the sun and protect skin from sun damage
- know about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- know about the people who help us to stay physically healthy

MENTAL HEALTH

In Key Stage 1 our children will...

- Know about different feelings that humans can experience
- Know how to recognise and name different feelings
- Know how feelings can affect people's bodies and how they behave
- Know how to recognise what others might be feeling
- recognise that not everyone feels the same at the same time, or feels the same about the same things
- know about ways of sharing feelings; a range of words to describe feelings
- know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

OURSELVES - GROWING AND CHANGING

In Key Stage 1 our children will...

- recognise what makes them special
- recognise the ways in which we are all unique
- identify what they are good at, what they like and dislike
- know how to manage when finding things difficult
- know about growing and changing from young to old and how people's needs change
- know about preparing to move to a new class/year group

KEEPING SAFE

In Key Stage 1 our children will...

- Know about rules and age restrictions that keep us safe
- recognise risk in simple everyday situations and what action to take to minimise harm
- know about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- know that household products (including medicines) can be harmful if not used correctly
- know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- know about the people whose job it is to help keep us safe
- know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- know what to do if there is an accident and someone is hurt
- know how to get help in an emergency (how to dial 999 and what to say)

DRUGS ALCOHOL AND TABACCO

In Key Stage 1 our children will...

- Know about things that people can put into their body or on their skin; how these can affect how people feel

FAMILIES AND CLOSE POSITIVE RELATIONSHIPS

In Key Stage 1 our children will...

- Know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- identify the people who love and care for them and what they do to help them feel cared for
- know about different types of families including those that may be different to their own
- identify common features of family life
- know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

FRIENDSHIPS

In Key Stage 1 our children will...

- know about how people make friends and what makes a good friendship
- know how to recognise when they or someone else feels lonely and what to do
- know simple strategies to resolve arguments between friends positively
- know how to ask for help if a friendship is making them feel unhappy

MANAGING HURTFUL FEELINGS AND BULLYING

In Key Stage 1 our children will...

- know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- know how people may feel if they experience hurtful behaviour or bullying
- know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

SAFE RELATIONSHIPS

In Key Stage 1 our children will...

- recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- know that sometimes people may behave differently online, including by pretending to be someone they are not
- know how to respond safely to adults they don't know
- know about how to respond if physical contact makes them feel uncomfortable or unsafe
- know there are situations when they should ask for permission and also when their permission should be sought

- know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

RESPECTING SELF AND OTHERS

In Key Stage 1 our children will...

- know what is kind and unkind behaviour, and how this can affect others
- know how to treat themselves and others with respect; how to be polite and courteous
- know how to recognise the ways in which they are the same and different to others
- know how to listen to other people and play and work cooperatively
- know how to talk about and share their opinions on things that matter to them

LIVING IN THE WIDER WORLD

In Key Stage 1 our children will...

- know what rules are, why they are needed, and why different rules are needed for different situations
- know how people and other living things have different needs; about the responsibilities of caring for them
- know about things they can do to help look after their environment

COMMUNITIES

In Key Stage 1 our children will...

- know about the different groups they belong to
- know about the different roles and responsibilities people have in their community
- recognise the ways they are the same as, and different to, other people

MEDIA LITERACY AND DIGITAL RESILIENCE

In Key Stage 1 our children will...

- know how the internet and digital devices can be used safely to find things out and to communicate with others
- know about the role of the internet in everyday life
- know that not all information seen online is true

ECONOMIC WELLBEING

In Key Stage 1 our children will...

- Know what money is; forms that money comes in; that money comes from different sources
- Know that people make different choices about how to save and spend money
- Know the difference between needs and wants; that sometimes people may not always be able to have the things they want
- know that money needs to be looked after; different ways of doing this

ASPIRATIONS – WORK AND CAREER

In Key Stage 1 our children will...

- Know that everyone has different strengths
- Know that jobs help people to earn money to pay for things
- Know different jobs that people they know or people who work in the community do
- Know some of the strengths and interests someone might need to do different jobs