

# Garden Suburb Infant School

## Relationships and Health Education Policy Key Stage One

Please note that the DfE's 'Relationships Education, Relationships and Sex Education, and Health Education in England' and The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 will be statutory from 1 September 2020. Schools are encouraged to adopt the new curriculum from September 2019 but are not obliged to do so. Schools that adopt the new curriculum early will still need to meet the requirements outlined in the current 'Sex and Relationship Education Guidance' until the new guidance comes into effect.

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## Statement of intent

At Garden Suburb Infant School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil in Key Stage One.

In The Early Years Foundation Stage we teach relationships and health as an integral part of the work covered during the year. Our teaching of relationships and health matches the aim of developing a children's personal, emotional and social development as set out in the Early Learning Goals.

Relationships 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 do not teach pupils sex education beyond what is required of the statutory science curriculum.

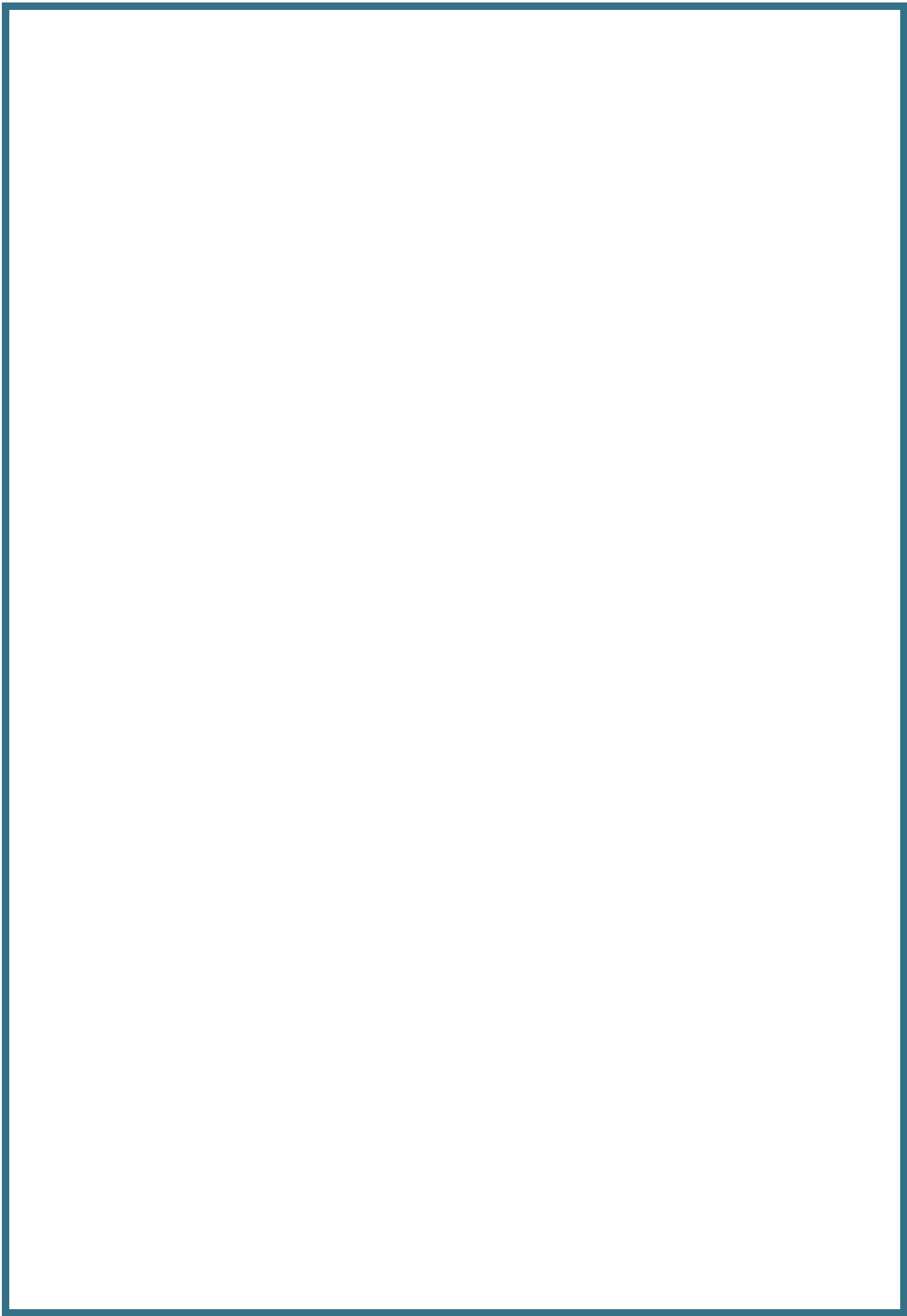
We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_



## **1. Legal framework**

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- PSHE Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- E-safety Policy

## **2. Roles and responsibilities**

2.1. The governing body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy, including the fact that they cannot withdraw their child from any of this statutory content.
- Reporting to the governing body on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3. The PSHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.

- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships, and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

2.4. The teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE subject leader to evaluate the quality of provision.

### 3. Organisation of the curriculum

- 3.1. Every primary school is required to deliver statutory relationships education and health education.
- 3.2. For the purpose of this policy, “**relationships education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- 3.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum.
- 3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ guidance.

- 3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.7. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.
- 3.8. We consult with parents, pupils and staff in the following ways:
- Questionnaires and surveys
  - "Class Reps" Focus group
  - Meetings
  - Training sessions
  - Newsletters and letters
- 3.9. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
- Organising a meeting with the headteacher.
  - Emailing [office@gsis.barnetmail.net](mailto:office@gsis.barnetmail.net)
- 3.10. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on Barnet Schools Wellbeing Programme "Emotional Wellbeing and PSHE Framework for Primary Schools".
- 3.11. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

#### **4. Consultation with parents**

- 4.1. The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.
- 4.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.
- 4.3. Parents are provided with the following information:
- The content of the relationships and health curriculum as set out in the PSHE Policy.
  - The delivery of the relationships and health curriculum, including what is taught in each year group
  - The legalities surrounding withdrawing their child from subjects
- 4.4. The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

- 4.5. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

## **5. Relationships education**

- 5.1. The content of the Relationships Curriculum is set out in the PSHE Framework. This is divided into the following areas:

**Families and people who care for me**

**Caring friendships**

**Respectful relationships**

**Online relationships**

**Being safe**

## **6. Health education**

- 6.1. The focus at primary level is teaching the characteristics of good physical health and mental wellbeing. The content of the Health Curriculum is set out in the PSHE Framework. This is divided into the following areas:

**Mental wellbeing**

**Internet safety and harms**

**Physical health and fitness**

**Healthy eating**

**Drugs alcohol and tobacco**

**Health and prevention**

**Basic first aid**

## **7. Sex education**

- 7.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, and the reproductive process in some plants and animals.
- 7.2. At our school, we do not teach pupils sex education beyond what is required of the science curriculum.

## **8. Delivery of the curriculum**



- 8.1. The relationships and health curriculum will be delivered as part of our PSHE curriculum and in accordance with the principles set out in our Curriculum, Teaching and Learning and E-Safety Policies.
- 8.2. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 8.3. Resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- 8.4. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- 8.5. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 8.6. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 8.7. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

## **9. Equality and accessibility**

- 9.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
  - Age
  - Sex or sexual orientation
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
- 9.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 9.3. 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.

- 9.4. 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.
- 9.5. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy.

## **10. Curriculum links**

- 10.1. The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 10.2. Relationships and health education will be linked to the following subjects in particular:
- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age.
  - **Internet Safety and Computing** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
  - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
  - **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
  - **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## **11. Withdrawing from the subjects**

- 11.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

## **12. Confidentiality**

- 12.1. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## **13. Monitoring quality**

- 13.1. The PSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

## **14. Monitoring and review**

- 14.1. This policy will be reviewed on an annual basis by the PSHE subject leader and headteacher. The next scheduled review date for this policy is January 2021.

- 14.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 14.3. The governing body is responsible for approving this policy.
- 14.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.