



Hampton Infant School and Nursery

Relationships, Sex and Health Education Policy

Version	Date	Comments
1	September 2020	New Policy- shared across the partnership
2	June 2021	Reviewed
3	October 2023	Reviewed terminology used and updated.

‘Be the best you can be!’

Aims

The aim of relationships and sex education at HISN is to provide children with the opportunities to develop knowledge, skills and understanding to lead a confident, healthy and happy life. We have a strong focus on developing children's understanding of positive and healthy relationships, to enable successful relationships throughout their lives.

At HISN we place high value and importance on family life and we aim to reflect the different family backgrounds our children come from. We will help the children develop knowledge and understanding of what caring and loving families are and how they provide security and stability.

The children will explore emotions and feelings and we will provide the children with opportunities to develop their vocabulary to enable them to express these clearly. We will help the children to understand who you should speak to when you feel unsafe or worried about something.

Our aim is for the children to develop feelings of self-respect and pride in themselves. We aim to develop the children's empathy towards others, understanding that although people and families may be different everybody is entitled to respect.

We recognise that children are growing up in a world where the internet will be a key part of their lives with both benefits and risks. We aim to equip children with the knowledge to enable them to stay safe online and understand what to do if something online concerns or worries them.

We will model healthy relationships and help the children understand how having healthy relationships is important for your emotional and mental wellbeing.

Statutory requirements

We must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education at an infant level but we do need to teach the parts of the science national curriculum relating to humans and growth.

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

At HISN we teach RSHE as set out in this policy.

Policy development

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

1. Review – a member of staff 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 consultation – parents given the opportunity to read the policy. Focus group of parents were consulted.

4. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

Relationship, Sex and Health Education in Infant schools is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSHE aims to give children essential life skills to build positive, respectful and enjoyable relationships with others. RSHE also aims to give children the skills to stay safe both on and off line. RSHE, within PSHE, helps to explore children's own attitudes and values and develops their self-esteem and confidence to view themselves in a positive way.

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 age 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.

Delivery of Relationship Health and Sex education

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSHE are taught within the science curriculum.

Aspects of RSHE are referred to in whole school and year group assemblies, especially when exploring themes such as tolerance, respect and understanding of others.

At HISN we follow the PHSE association approved planning which allows children to explore more about relationships, living in the wider world and health and wellbeing. This is adapted to suit the needs of the children.

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

At HISN we cover the KS1 science national requirements for 'animals including

humans'. This covers identifying main body parts and life cycles. At HSN if a child asks for the correct terminology for private areas the staff would give the child the accurate and scientific name, however, this is **not** taught as a part of our curriculum.

For more information about our RSHE 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, LGBTQ+ 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).

Roles and responsibilities

The governing body

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

The Executive Leadership Team

The Leadership Team is responsible for ensuring that RSHE is taught consistently across the school.

Staff

Staff are responsible for: Delivering RSHE in a sensitive way modelling positive attitudes to RSHE Monitoring progress and responding to the needs of individual pupils.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Training

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

Monitoring arrangements

The delivery of RSHE is monitored by the Head of School. Lesson observations, learning walks, feedback from staff and children Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every 2 years. At every review, the policy will be approved by the governing body and ELT.

Appendix 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Identify a positive learning attitude.	Know what makes a good friend.	Identify groups and communities that they belong to.	Explain how change and loss makes them feel.	Know how to look after their body.	Recognise different family compositions.
Year 2	Explain how to stay safe online, recall the emergency number.	Recognise triggers for certain emotions and know how to resolve an argument in a positive way.	Understanding the words 'no' and 'stop'.	Know what to do if they feel in danger.	Explain how to behave around people who are different from them.	Growing up and our responsibilities.