



Health, Relationships & Sex Education Policy

Statutory Policy

Amended: Summer 2021

To be reviewed: Summer 2024

Vision Phrase

'Aim high and smile'

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.



Introduction

West Hove Infants School (WHIS) considers that the Relationship & Health Education (RHE) is a key part of the broader Personal, Social, & Health Education (PSHE) curriculum. The Government amended the statutory guidance in June 2019, which schools have been required to follow from September 2020. This guidance states that all schools must provide some relationships and health education to primary age pupils. In addition to this we are required to have a Relationships, Health and Sex Education policy.

Although historically this has not been statutory, WHIS has always held that quality first teaching matched to the pupil's level of maturity and understanding in these areas is of vital importance to the development of our children. Our values are such that we recognise the importance of both the academic and personal development and well-being of every child in our school and our curriculum reflects this.

Research shows that:

There is a range of evidence available to show the positive impact of effective relationships and sex education on health and wellbeing.¹

The Department for Education and Brighton & Hove City Council recommends that 'all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils'². As an Infant School our coverage of Relationship and Sex Education is appropriate to the children's ages, and as such is not a key focus of our broader PSHE curriculum. However, we do acknowledge the importance of relationships in children's lives of any age and firmly believe that our content provides children with the building blocks to be confident in their body, their selves and enable them to form and maintain positive relationships with peers and adults in our school community.

Aims

The following aims compliment those of the Science curriculum in the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1).

- To develop confidence and self-esteem and to value themselves and others
- To understand about a range of relationships and family units and the equality of these

1. [Relationships education, relationships and sex education \(RSE\) and health education](#)

² Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance of governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE 2019, p23

- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To develop respectful relationships with peers and teachers alike
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand the importance of bodily and mental health

Objectives

RHE offers our pupils significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and to lead lives that are safe, confident, happy, healthy, responsible and independent.

RHE helps pupils understand their personal, social and emotional development and provides opportunities to explore a range of attitudes and values.

RHE provides children and young people with a safe learning environment to develop and practise the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world. It also contributes to our partnership work with Public Health England to improve health and wellbeing across the school community.

The legislation states that all primary schools are required to teach relationship education and, where appropriate, sex education. As an infant school, this policy will focus mainly on relationship education.

Teaching and learning including the delivery of the curriculum

The scheme of work for RHE at WHIS maps out a grid of lessons/units for each year group which works on a spiral curriculum matched to children's developmental age as they move throughout the school.

See grid below.

	Summer 1	Summer 2
EYFS	Relationships Exploring fair and unfair. Feeling Good, Feeling Safe Recognising emotions and early warning signs, naming personal and private parts of the body.	Changes My own timeline. Relationship & Health Education (RHE) Caring for myself.
Year 1	Relationships Exploring feelings of jealousy and hurt. Feeling Good, Feeling Safe Recognising what makes you	Changes Natural changes and changes we can make for ourselves. Relationship &

	feel safe and unsafe, naming private parts of the body and differentiating between public and private parts	Health Education (RHE) Transition to Year 2
Year 2	Relationships Loss and bereavement. Feeling Good, Feeling Safe My body belongs to me. Feeling confident to say 'no' if someone makes you uncomfortable.	Changes Transitioning to junior school. Relationship & Health Education (RHE) Naming body parts and human life cycles.

We also teach aspects RHE in other subject areas (e.g. Science, PE and R.E.) where these skills and knowledge naturally occur. An example of this could be as team work in PE for building relationships and self-esteem.

Although Relationships and Sex Education for Infant School children are closely linked, they are classified as separate by the Department for Education. As such, there have been some small changes to the curriculum following on from the changes to their statutory status.

The main changes to our curriculum occur in the Year 2 Curriculum.

As part of Relationships and Health education we teach a three-part unit that teaches children the appropriate names for all parts of their body. This is mostly a re-cap series of sessions as it is taught in Reception and Year One as part of our Protective Behaviours unit. The following parts of the body are taught each year: vulva, penis, testicles, nipples, anus and breasts.

In Year Two the following word is also taught: vagina. The distinction made between vulva and vagina is that vulva is the outside, visible part of the female genitalia and vagina is the internal part.

Our Sex Education is limited to explaining that these male and female parts are needed to make babies and that some people, when they are grown up, may choose to have a baby. The children are taught that human babies are made from sperm from a grown up male body and an egg from a grown up female body.

The aspects of the curriculum that are now statutory for the EYFS and Year 1 curriculum are already covered in our current content. As such, there will be no changes to these units of learning.

Science curriculum

EYFS children learn about life cycles. Through on-going personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In KS1 children learn:

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

The Role of Parents

The school is well aware that the primary role in children's RHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the school's RHE policy and practice
- Answer any questions that parents may have about the RHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHE in the school
- Inform parents and carers of their right to withdraw from sex education

Right to withdraw

- Parents and carers **have the right to withdraw** their child from sex education. The only sex education delivered at WHI is **one slide** of a PowerPoint of **one lesson** in Year 2. This is the part of the lesson when we explain why male and female bodies are different and the explanation that a sperm and an egg are needed to make a baby.
- Parents can request to withdraw their child by speaking to the class teacher at any point in the year before the May Half Term. Sessions for this are taught in Summer 2 and we will send yearly reminders of this in the Summer 1 Term.
- If parents/carers do request their child be removed from this lesson, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session.
- Parents and Carers **do not have the right to withdraw** their child from Relationship and Health Education sessions. Should you have any concerns or questions about this, please contact your class teacher.
- If a child asks a question related to sex education that is not covered in the curriculum, then we will gently divert this question to be discussed later. We will then pass this question onto the child's parents or carer's for them to discuss with their child, if they feel it is appropriate.

The Role of the Head teacher

It is the responsibility of the Head teacher to:

- Ensure that parents and staff are informed about our RHE policy
- Ensure the policy is implemented effectively
- Ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor this policy on a regular basis and report to governors on the effectiveness of the policy

The Role of the School and Other Members of the Community

The school liaises with Brighton and Hove Council regarding the school RHE and Sex Education programme, and ensures that all teachers have appropriate training to deliver the PSHE curriculum to their class.

We encourage other members of the Local Health Authority, such as the school nurse and other health professionals, to support our delivery of our RHE programme.

Pupils' Questions

During the course of RHE lessons, children may well raise questions with their peers and the teacher. This is a perfectly natural part of PSHE lessons which are set in an open discussion type format.

Occasionally children may ask questions of a sensitive nature. If this happens, adults will always strive to answer children's questions using the shared language of the school's curriculum at an age appropriate level.

If this question were related to aspects of Sex Education not covered in the EYFS or Key Stage One curriculum, the class teacher will divert the child's question in such a way as to not shame the child. In these instances, the class teacher would pass on any such questions to the child's parent or carer for them to discuss with their child, if appropriate.

Advising Parents/Carers

Parents/Carers will be advised about forthcoming RHE lessons, such as 'Feeling Good, Feeling Safe' and, in Year Two, sessions in Summer 2 covering Relationships and Sex Education.

Further details of the lessons will be provided to parents and carers upon request and they will be invited to view any materials before the lesson.

We also lead workshops for parents and carers annually on these sessions to promote clarity and allay any fears surrounding them.

Linked Policies:

In conjunction with this policy, please also see:

- Behaviour Policy and Procedures
- Safeguarding Policy
- Anti-bullying Policy and Procedures
- Confidentiality Procedures
- Science Policy
- Physical Education Policy
- Religious Education
- Personal, Social, Health, Education and Citizenship Policy

Subject Progression

Image		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	Skills	<ul style="list-style-type: none"> Knowing each other Settling in Golden rules Learning animals Circle time sessions My family 	<ul style="list-style-type: none"> Working together I am good at... Persona Doll Exploring emotions Talk Partners Learning animals 	<ul style="list-style-type: none"> How different 'helping' services help us to keep well and safe What to do if I'm ill or hurt? Healthy eating How to keep safe – what is an emergency 	<ul style="list-style-type: none"> Restorative Justice Good to be me How to prevent accidents in the classroom 	<ul style="list-style-type: none"> Sun safety Water safety Protective behaviours Safety on trip 	<ul style="list-style-type: none"> Changes-transition
	Context	<ul style="list-style-type: none"> Name games Miss Beanie stories Independence and Cooperation units 	<ul style="list-style-type: none"> Perseverance and Imagination units Circle time on emotions unit 	<ul style="list-style-type: none"> Unit on staying healthy and medicines Vocational job visitors 	<ul style="list-style-type: none"> Restorative Justice unit of teaching Self-confidence sessions 	<ul style="list-style-type: none"> Units on sun and water safety Feeling Good, Feeling safe sessions First school trip 	<ul style="list-style-type: none"> Unit on changes-personal history Meeting with new teachers

		<ul style="list-style-type: none"> Family week 	<ul style="list-style-type: none"> Persona doll (Aaliyah) supported by EMAS Anti-bullying week 	<ul style="list-style-type: none"> Healthy eating unit 	<ul style="list-style-type: none"> P.E focus on carrying and storing equipment safely 		<ul style="list-style-type: none"> Interviewing Year 1 children ahead of transition
	Vocabulary	Independence, cooperation, rules, kind, property, gentle, listen, honest, class, friends, teacher	Imagination, perseverance, bullying, friend, refugee	Helping, safe, healthy, ill, treat, everyday, emergency	Argument, compromise, safety, safely, store, carry	Safety, safely, body parts, names, warning signs, unsafe, safe	Change, transition, growing up, moving, feelings, emotions

Y1	Skills	<ul style="list-style-type: none"> Our new class community Why we learn Sharing feelings, ideas and opinions Characteristics of Learning A balanced diet 	<ul style="list-style-type: none"> Environmental safety & Drugs Education Characteristics of Learning 	<ul style="list-style-type: none"> Knowing about different and own preferred learning style, setting a goal, avoiding distractions Give examples of stereotyped views of girls and boys and explain why they are not always true. 	<ul style="list-style-type: none"> Recognise that some groups of people are not treated equally and I know some ways to challenge this safely. Explore feelings coping strategies for being bullied/rude behaviour. 	<ul style="list-style-type: none"> Explore feelings of jealousy and coping strategies; explore ways to feel better when you feel hurt without hurting others. Money Management 	<ul style="list-style-type: none"> Global Citizenship Identity and belonging including: Similarities and differences
	Context	<ul style="list-style-type: none"> Golden Rules re-cap over a s series of sessions An introduction to democracy and a chance to vote on the school council Invisible and visible similarities and differences 	<ul style="list-style-type: none"> Getting on and falling out-looking at how to effectively manage disagreements and compromise Medicines around the home 	<ul style="list-style-type: none"> Going for goals unit-how to set a target for yourself and meet it To understand what a stereotype is & to begin to recognise gender stereotypes in the media 	<ul style="list-style-type: none"> Gypsy Romany Traveller education Good to be me- sessions on self-confidence 	<ul style="list-style-type: none"> Exploring emotions around envy and friendships Feeling Good, Feeling Safe unit 	<ul style="list-style-type: none"> How to look after your body Changes and transition to Year 2

Vocabulary	Independence, cooperation, perseverance, creativity, curiosity, gentle, listen, honest, healthy, similar, different	Independence, cooperation, perseverance, creativity, curiosity, friend, listen, kind, peaceful, gentle, medicine, safe, compromise	Perseverance, distraction, target, stereotypes, gender, similarities, differences	Differences, similarities, bullying, equality, traveller, bystander	Envy, friendships, jealousy, safety, feelings, body, trust, private, permission, worries	Similarities, differences, transition, change, growth,
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Y2	Skills	<ul style="list-style-type: none"> Developing skills for learning and Citizenship Class charter Democracy School council Global citizenship Multi-cultural Britain Keeping safe and healthy 	<ul style="list-style-type: none"> Getting on and falling out Working with others skills Say no to bullying (Anti bullying week) Keeping safe- Environmental safety & Drugs Education Healthy Eating 	<ul style="list-style-type: none"> Going for goals; Life skills Setting and achieving goals Internet Safety Respecting the differences between people Careers & gender Money Management 	<ul style="list-style-type: none"> Explore feeling good about myself learning ways to relax Disability Equality Education 	<ul style="list-style-type: none"> Relationships and Protective Behaviours Love and loss Feeling Good Feeling Safe 	<ul style="list-style-type: none"> Forming positive habits Changes Life cycles and naming body parts Transition into Y3

	Context	<ul style="list-style-type: none"> Reflecting on the Golden Rules and making a class charter An re-cap of democracy and a chance to vote on the school council Looking at our community and multi-cultural Britain 	<ul style="list-style-type: none"> Talk about the things they are good at, and the things they find more difficult Listen to a partner without interrupting and remember and repeat something they have said Empathize 	<ul style="list-style-type: none"> Know ways to make people feel welcome Can give examples of stereotyped views of girls and boys and explain why they are not true with reference to widening career aspirations 	<ul style="list-style-type: none"> Continue to develop self-confidence by recognising physical and mental attributes Know some ways to calm themselves down and relax To recognise stereotypes around disability and think actively about inclusivity 	<ul style="list-style-type: none"> Show/tell you how to cross roads safely Recognise risks and hazards in the home. To understand grief and loss and coping strategies around this Feeling Good, Feeling Safe unit 	<ul style="list-style-type: none"> How to care for their body proactively Differences in physical gender Names of reproductive body parts Transition days Circle time unit on Transition to KS2
	Vocabulary	Rules, respect, positive, democracy, qualities, similarities, differences, diversity, community, family, opinion, environment.	Compliment, feelings, overwhelmed, frustration, anger, bullying, persistent, conflict, resolution, medicine, safety, harmful, road safety, crossing.	Goals, achieve, planning, growth mind-set, obstacles, barriers to learning, gender, equality, roles, respect.	Enjoyment, relaxed, feelings, differences, similarities, equality, confidence, stereotypes, inclusive.	Road safety, safety, safe, grief, loss, bereavement, coping, feelings, bodies, permission, trust, private.	Hygiene, body, care, differences, similarities, transition, trust, private, permission.

Equality of Opportunity

'Educational settings have a clear duty to ensure that teaching is accessible to all children and young people and that all make progress in their learning. Inclusive RHE will foster good relations between all pupils and students, and tackle all types of prejudice, promote understanding and respect, thus enabling schools to meet the requirements, and live up to the intended spirit of the Equality Act 2010.'

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All children at WHIS are entitled to RHE and PSHE&C lessons, regardless of any perceived difference.

Mutual respect and tolerance for all cultures and different family units will be promoted within PSHE&C and the wider school.

Confidentiality

Confidentiality is an important consideration and the boundaries of confidentiality will be made clear to pupils. Teachers cannot and should not promise total confidentiality.

If a child discloses information which is sensitive, teachers need to be conscious of fulfilling their professional responsibilities in relation to child protection.

See separate policy for further guidance – 'Child Protection'.

Implementation

Implementation of the policy is the responsibility of the Head teacher and governors.

Date of policy: May 2021

Date of next review: May 2024