

Kilburn Infant & Nursery School

RELATIONSHIP, SEX & HEALTH EDUCATION POLICY (RSHE)

What is RSHE?

Today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

In Primary schools, children should be taught the key building blocks of **healthy, respectful relationships**, focusing on family and friends, including online.

RSHE teaching should also include the development of personal attributes such as kindness, integrity, generosity and honesty.

Teaching about **mental wellbeing**, is a priority for parents regarding their children's happiness. Children need to know how to face challenges positively, such as being lonely, to take care of themselves and receive support if they need it. Wellbeing and development of resilience and character are fundamental to children being happy, successful and productive members of society.

Central to this is children's ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them to achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenges at different points in their lives.

(Taken from: 'Relationships, Sex and Health Education' DfE 2019)

How do we teach RSHE?

We teach RSHE through a broad and balanced curriculum, through lessons, learning and activities such as Science and P.E./Sports and Online Safety, and specifically through our '**Personal, Social, Health Education**' (PSHE) Scheme of Work (see 'PSHE Policy').

Our school follows the Derbyshire PSHE Scheme 'PSHE Matters' in Early Years and Key Stage One. The LA PSHE Scheme of Work in Early Years has been written by the LA with the support of our Reception and Nursery teachers.

What do we teach in RSHE?

We follow DfE compulsory guidance for Primary schools, and our teaching includes:

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical Health & Mental Wellbeing

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

What is our curriculum content?

Our main RSHE teaching is through the PSHE Scheme Units of Work, which are as follows:

Nursery

Autumn Term 1	Relationships	<ul style="list-style-type: none"> • Encouraging positive and safe relationships • Encouraging positive friendships through enabling nursery environment • Discussing who is in their family
Autumn Term 2	Difference and diversity	<ul style="list-style-type: none"> • Role play that reflects different ethnicities and cultures • Celebrate different cultures and faiths • Learning simple Makaton signs
Spring Term 3	Being safe	<ul style="list-style-type: none"> • What helps us stay safe (link to school rules) • Role play- outdoor road crossing • Role play – emergency services
Spring Term 4	Changes	<ul style="list-style-type: none"> • Story- The house in Mummy's tummy • Looking at the seasonal changes • Planting seeds and observing changes
Summer Term 5	Drug Education	<ul style="list-style-type: none"> • Doctors role play area- discuss medicines and how to be safe • Safe in the sun. Safe use of sun cream • Understanding what is safe to eat and drink
Summer Term 6	Growing up	<ul style="list-style-type: none"> • Lifecycles of tadpoles and chicks • Role play baby clinic • Grandparents day – talk about young and old

Reception

Autumn Term 1	Exploring Emotions	<ul style="list-style-type: none"> • Exploring a range of different emotions • Recognising how they feel • How feelings can affect others
Autumn Term 2	Being Me	<ul style="list-style-type: none"> • Recognising things they like/dislike • Discussing their ideas and listening to the thoughts and ideas of others • Persevering and challenging themselves with activities
Spring Term 3	Bullying Matters	<ul style="list-style-type: none"> • Understanding of how own actions affect others • Recognising similarities and differences in themselves and others and that they are all unique
Spring Term 4	Being Responsible	<ul style="list-style-type: none"> • Showing care and concern for others • Showing respect and following rules

Summer Term 5	Being Healthy	<ul style="list-style-type: none"> • Recognising ways of keeping healthy • Managing own basic hygiene needs
Summer Term 6	Money Matters	<ul style="list-style-type: none"> • Basic understanding of what we need money for • What money looks like

Year One

Autumn Term 1	Being Me	<ul style="list-style-type: none"> • Belonging to different communities & groups – school & family • Ways in which we are all unique • What we have in common with everyone else • Offering support to others
Autumn Term 2	Relationships	<ul style="list-style-type: none"> • Recognising our behaviour can affect others • Recognising fair + unfair; kind + unkind; right + wrong • Co-operation – listening, playing, working together • Support & feedback to others • Special people – family, friends, carers
Spring Term 3	Changes	<ul style="list-style-type: none"> • What does change mean? • Loss & change and associated feelings • Changes of growing from young to old • Managing change positively • Identifying strategies & where to go for help
Spring Term 4	Exploring Emotion	<ul style="list-style-type: none"> • Recognising range of feelings in ourselves + other people • How to show feelings & how to respond • How our behaviour can affect others • Communicating feelings to others • Simple strategies for managing feelings • Using words to describe a range of feelings
Summer Term 5	Being Healthy	<ul style="list-style-type: none"> • What does a healthy lifestyle mean? • What are the benefits of a healthy lifestyle? • Ways of keeping healthy • Likes & dislikes • Good + not good consequences of choices • Setting simple goals • Importance of personal hygiene • Simple skills to prevent diseases spreading
Summer Term 6	Growing Up	<ul style="list-style-type: none"> • Process of growing young to old • Growing + changing and becoming independent • Correct names for main parts of the body (including genitalia) • Who to ask for help and how • Ways of keeping safe and not keeping secrets • Privacy in different contexts • Respecting the needs of ourselves & other people • Identifying similarities & differences • What physical contact is acceptable? • Everybody is unique

Year Two

Autumn Term 1	Being Safe	<ul style="list-style-type: none"> • Household products that are hazards • Rules for ways of keeping safe • Knowing who to go to if they are worried • Responsibility for keeping themselves and others safe • Privacy – rights of themselves and others • Why rules are important for keeping us safe • Identifying who works in the community & how to ask for help
Autumn Term 2	Bullying Matters	<ul style="list-style-type: none"> • What behaviour can affect others • Listening to others & working cooperatively • Identifying that people's bodies can be hurt • Recognising when people are being unkind to them & others – what to do • Identifying types of teasing & bullying – knowing these are unacceptable • Strategies to resist teasing or bullying if experienced or witnessed
Spring Term 3	Drug Education	<ul style="list-style-type: none"> • Physical, mental & emotional health • How to make informed choices • Understanding role of drugs as medicines

		<ul style="list-style-type: none"> Identifying alternatives to taking medicines Medicines can be harmful if not taken properly Rules for ways of keeping safe Shared responsibility for keeping themselves & others safe
Spring Term 4	Money Matters	<ul style="list-style-type: none"> What money looks like How money is obtained Ways money can be used How to keep money safe & what influences choices
Summer Term 5	Being Responsible	<ul style="list-style-type: none"> Contributing to life of classroom and school Construct & explore importance of rules Understand everyone has rights and responsibilities What improves & harms environments What is right + wrong; kind + unkind; fair + unfair
Summer Term 6	Difference & Diversity	<ul style="list-style-type: none"> Belonging to different groups Ways in which we are unique Sharing opinions on things that matter using discussions Identifying & respecting differences + similarities between people

Teaching Methods and Resources

We use active learning which involve children's full participation and RSHE takes place within normal classroom provision of mixed-sex classes.

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSHE.

Staff help children to develop the confidence to talk, listen and think about RSHE through the use of the following strategies:

- Role play and drama
- Class discussion
- Group discussion
- Circle time
- Reflection time
- Written work

All teachers are committed to delivering the RSHE curriculum. In order to do this effectively; some ground rules have been established to provide a common values framework within which to teach.

- No one will be forced to participate in discussions
- Only the correct names for the body parts will be used
- Meanings of words will be explained in a sensible and factual way

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Teachers should not be drawn into providing more information than is appropriate to the age of the child. If a teacher is concerned that a pupil is at risk of sexual abuse a Designated Safeguarding Lead should be informed, Mrs Baillie, Mrs Swinfield or Mrs Marsden and the usual child protection procedures followed.

Working with Parents

Kilburn Infant & Nursery School is committed to working with parents. Pupils can only be withdrawn by their parents from some or all parts of sex education teaching, delivered as part of statutory RSHE.

If a parent wishes their child to be withdrawn from this aspect of RSHE teaching, they should contact the school/Headteacher, and make it known which aspects of the learning that they do not wish their child to participate in. The school will always comply with the wishes of parents in this regard.

The following statement is included in the school prospectus:

“The Governors and staff have agreed a policy on ‘Relationships, Sex and Health Education’ which may be discussed with the Headteacher. Its main objective is to support our children through their physical, emotional and moral development by providing them with clear information and opportunities to relate to their wider world. No specific sex education is given in school, but when questions arise either naturally or from theme work, they are answered simply, honestly and factually. The National Curriculum for Science includes learning about human growth and development”

Equal Opportunities

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, differing faiths, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school. Care is particularly taken to ensure that we promote positive gender stereotypes,

We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these, for example, single parent families, same sex families, disabled parents etc.

Child Protection

The school has a Child Protection Policy and Procedure, which is available on request.

Confidentiality

Teachers conduct RSHE in a sensitive manner and in confidence. All staff – teaching and non-teaching will respect confidentiality. However if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a child protection issue. Teachers will respond in a similar way if a child indicates that they have been a victim of abuse. The child will be informed that confidentiality is breached and the reasons why. The child will be supported by the teacher throughout the process.

Special Needs

All children with special needs receive RSHE teaching. Teachers may need to be more explicit and plan work in different ways in order to meet the individuals needs of the children with special educational needs.

Dissemination of the Policy

All staff members and Governors are aware of this policy, and a copy is given on request.

The policy is available on the school website, and a printed copy can also be given to parents on request.

Responsibility and Review

This policy will be reviewed annually to include statutory curriculum changes and nationally determined priorities.

The RSHE Lead, Mrs Baillie, will keep up to date with developments in the subject by attending all relevant training, accessing literature and share information with colleagues.

Links with additional school policies

All policies of Kilburn Infant & Nursery School are reviewed and adopted by the Governing Body on a three-year cycle. All policies are available to view on request to the Head teacher, and some policies are sent out annually to parents/carers.

Many policies, practices and procedures are inter-related, including:

Accessibility; Administering Medicines; Admissions; Anti-bullying; Arts; Asthma; Assessment; Attendance; Behaviour Principles; Breast Ironing; British Values; CCTV; Charging; Child on Child abuse; Child Protection; Code of Conduct; Complaints; Confidential Reporting Code; Critical Incident Management Plan; Curriculum; Data Protection; Debt Management; Disciplinary Procedure for School Staff; Dinner Money; Disability; Drugs; Educational Visits; Exclusion; External Contributors; Extremism & Radicalisation; EYFS; First Aid; Financial Regulations; Financial Procedures; Food; Freedom of Information; Governors' Expenses; Grievance; Health & Safety; Homework; Home + School Agreements; Intimate/Personal Care; IT & Disaster Recovery; Lockdown Procedures; Looked After Children; Managing Allegations; No Smoking; Online Safety; Pay; PSHE; Physical Intervention; Promoting British Values; Protected Characteristics; Private Fostering; Recruitment; Redundancy; Relationships; Relationship, Sex & Health (RSHE); School Privacy Notice; School Travel Plan; SEN; SMSC; Statement of Internal Control; Stress Management; Supporting Pupils with Medical Conditions; Teacher Appraisal; Uniform & Appearance; Vexatious Complaints; Violence; Violent & Abusive Visitors; Zero Tolerance

Dissemination, Responsibility & Reviews

All relevant members of staff and the school community will receive a copy of this policy. Policy reviews/amendments will include statutory changes, and school community feedback and ideas.

The Head teacher and relevant staff will keep up to date with developments in this area by attending all relevant training, accessing literature, and cascading information to the school community.

J. Baillie
Head teacher

Policy reviewed by Governors: **Autumn 2024**