Reinwood Infant and Nursery School
Relationships Education, Relationships and Sex Education and Health Education (RSHE) including Personal, Social, Health and Economic Education (PSHE) Policy
(Annually)

Written April 2021	**Reviewed Autumn 2022**
Reviewed Autumn 2023	**Reviewed Autumn 2024**
Reviewed Autumn 2025	
Next Review Autumn 2026	

Introduction
Statement of intent

This policy outlines the approach to relationships, sex and health education **(RSHE)** and personal, social, health and economic education **(PSHE)** at **Reinwood Nursery & Infant School.** It is underpinned by the **Kirklees Charter for RSHE** (principles and values) and complements the vision/value/ethos of **Reinwood Nursery & Infant School.** (See Appendix 1)

Relationships, sex, and health education is important at **Reinwood Nursery & Infant School** because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard pupils, so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy.
  All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in **Public Sector Equality Duty Guidance for schools in England (EHRC, 2014)**

Legislation and statutory guidance

At **Reinwood Nursery & Infant School,** we are required to provide relationship education and health education to all pupils.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,* whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life…*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).

- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

Policy development

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. The PSHE policy at Reinwood Nursery and Infant School has been developed following consultation with the whole school community. The process of policy development involved the following steps:

INFORM	Facts about the new guidance, including the statutory content have been shared with staff, governors and parents. The subject coordinator attended a Local Authority policy briefing session. Knowledge of the local school context helped us to understand the needs and priorities of our school community. PSHE curriculum overviews are available on the school website.
CONSULT	- The views of stakeholders (children, staff, parents and Governors) have been listened and responded to. - Draft policy shared with Governors and their views taken (08.12.20) - A draft policy was shared with staff and parents for comments. These comments were considered by the Governing Board and/or SLT and Subject Coordinator. - Feedback/questions/queries gathered from parents using questions via SchoolPing. - Parents reminded/encouraged to contact school (via phone or email) with queries/concerns. - Pupil questionnaires carried out to gain their understanding/views on PSHE curriculum
SUPPORT	The final draft policy has been shared with parents and governors for comment as well as resources and activities. Policy available on the school website.

Curriculum Content

PSHE lessons are planned by the class teacher using the statutory requirements outlined in **Relationships Education, Relationships and Sex education (RSE) and Health Education statutory guidance (DfE,2019),** the Jigsaw PSHE Scheme, and the teacher's own knowledge of the children's needs. This ensures learning is tailored to the needs of all children. Our school has adopted The Jigsaw PSHE Scheme. This programme of study is a suggested DfE resource. This programme of study supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. The programme of study sets our learning opportunities for each year group under six core units: Being Me in My World, Celebrating Difference, Dreams and Goals,

Healthy Me, Relationships, and Changing Me. These units are taught across school; the learning deepens and develops every year.

RHE Statutory Content Summary (Primary School)
<u>There is no statutory content for sex education.</u>

Relationships Education (para 62, page 20)	**Health Education (para 96, page 32)**
• Families and people who care for me • Caring relationships • Respectful relationships • Online relationships • Being safe	• Internet safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid • Changing adolescent body (including puberty and menstruation – KS2)

- The content of the RSHE curriculum at **Reinwood Nursery & Infant School** is informed by:
  - ❖ National guidance and evidence-based research about RSHE/PSHE ed.
  - ❖ Information about the law/legal rights including the Equality Act 2010 and Public Sector Equality Duty.
  - ❖ Relevant health and other data (both local and national).
  - ❖ The views of pupils, staff, parents, and governors.
- Nationally recognised and/or quality assured resources (e.g. The PSHE Association, NSPCC, CEOP, Stonewall, MindEd). At **Reinwood Nursery & Infant School** we have adopted Jigsaw as our PSHE Scheme of Work.
- The content is well-matched to the needs of the pupils and is adapted and developed by each class teacher. It is age (developmentally) appropriate and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The curriculum is sequenced and progressively builds upon prior knowledge. It is constructed so that it supports children and young people to master core concepts, ensuring sufficient space to build knowledge and deepen understanding.
- The PSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
- The curriculum is for all our children and young people. As such, it reflects our diverse society and the contributions of people of all backgrounds to our knowledge and culture.
- The content of the PSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
- The curriculum reflects our commitment to sustainability as a school.

Jigsaw Units

Term	Puzzle name	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Includes anti bullying (cyber/online bullying included) and diversity work
Spring 1	Dreams and Goals	Includes goal setting, aspirations and developing resilience
Spring 2	Healthy Me	Includes medicine education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family (including different types of families) and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	Includes life cycles and growing up, differences between boys' and girls' bodies and transition to the next year group

Early Years Foundation Stage – Personal, Social and Emotional Development (PSED)

There are 3 areas of PSED: Self Regulation, Managing Self and Building Relationships. By the end of Reception, children at the expected level will:

Self-Regulation :

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

These areas will be covered through the Foundation Stage Jigsaw scheme.

Sex Education

- Sex Education is **not** compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- The DfE *recommends* that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. **At Reinwood Infant and Nursery School we do not teach Sex Education** which is defined as "how a baby is conceived and born" (DfE, para 67/page 23).
- All pupils will be taught the Health Education content as outlined in the RSHE guidance.
- All pupils will be taught about Relationships Education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. single parent families, step families, LGBT, adoptive/foster families) is part of Relationships Education.

Safeguarding: safe and effective practice

- RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.
- In RSHE lessons:
  - ❖ Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons. This is done through the Jigsaw Charter which is shared at the start of every PSHE session.

- Teachers will agree with pupils the limits of confidentiality.
- Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances E.g. Jigsaw Jenie, Jigsaw Jack and Jigsaw Jo and/or wish monsters.
- In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. At Reinwood Nursery and Infant School we do not teach Sex Education lessons, however, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

Engaging stakeholders (parents, staff, children, and governors)

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of children, parents, staff, and governors about RSHE have been considered when developing the policy and content of RSHE.

Parents

Parental engagement has been informed by:

DfE Parental engagement
DfE: Relationships education, relationships and sex education (RSE) and health education: FAQs
DfE: Relationships, sex and health education: guides for parents
~~PSHE Association: Guide to parental engagement~~

- The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.
- Our aim at **Reinwood Nursery & Infant School** is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.
- At **Reinwood Nursery & Infant School,** we have worked closely with parents when planning and delivering RSHE. Parents/carers are provided with the following information:
  - The content of the RSHE curriculum.
  - The delivery of the RSHE/curriculum (including examples of the resources used).
  - How to support/complement RSHE teaching at home.
- In addition to their involvement in developing the RSHE policy, parents/carers are provided with frequent opportunities to understand, ask questions, or express any concerns about RSHE.
- If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.

Parents/carers contacting the school about RSHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

Faith and cultural perspectives on RSHE

- Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- A diverse range of resources will be used so every child and family feels included, respected, and valued.
- Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.

Equal Opportunities & Inclusion

We ensure that all teaching and learning within our school is inclusive to all children and their families in line with the "Protected Characteristics" set out in the **Equality Act 2010** which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy
- Race
- Religion or belief
- Sex
- Sexual orientation

Monitoring the quality of provision for RSHE

- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning.
- The RSHE link governor will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
- The subject lead will report to the Headteacher and governing board on the quality of provision and effectiveness and highlight any concerns.

Policy review

- The governing board is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the PSHE/RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Board.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

Next Review: Autumn Term 2026

Appendix 1: Kirklees Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)

Background

- We want all children and young people in Kirklees to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This Kirklees Charter sets out the values and principles that we believe underpin an effective RSHE curriculum.
- The charter was developed in partnership between the local authority, teachers in Kirklees and other groups including our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system including Public Health.
- We invite schools to use this charter to inform and evaluate their RSHE provision and practice.

Our values and principles

1. RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
2. RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
4. School leaders will actively seek pupils' views about RSHE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g. the curriculum model; the amount of RSHE time; resources; the use of external experts/visitors. Their views should be taken in account when monitoring the effectiveness of provision and the impact of the subject on their personal development.
5. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE. Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.

6. School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSHE.

7. Schools must develop an RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans, although a school may choose to do this.
8. RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).
9. School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
10. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
11. All teachers of RSHE should have access to high quality professional development (training) in RSHE.
12. RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and ask questions.
13. RSHE will give a positive view of human sexuality with honest and medically accurate information, so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
14. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
15. RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
16. RSHE lessons will encourage participation by using a variety of teaching approaches.
17. RSHE teaching will be inclusive so it meets the needs of all pupils, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
18. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills and nurture their tolerance/respect for different views
19. Information and resources used in RSHE should be up to date, based on best practice and subject to on-going evaluation.
20. Expert visitors can enhance and supplement the RSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSHE. Schools will need to follow appropriate guidance (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools)* and/or their own guidance on

the vetting and checking of *any* visitor before inviting them into school, in line with standard practice.