

# Thomas A' Becket Infant School



## Relationships, Sex and Health Education Policy

### Aims

The aim of Relationship, Sex and Health Education at Thomas A Becket Infant School is to provide children with the opportunities to develop the 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 the School 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 look like.

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 will develop the skills of 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, and this brings both benefits and risks. We aim to equip the children with the knowledge to enable them to stay safe online and understand what to do if something they see online concerns or worries them.

We will model healthy relationships and help the children understand how having a healthy relationship is important to positive mental wellbeing.

### Definition

Relationship, Sex and Health Education ("RHSE") 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 offline. RSHE helps to explore children's own attitudes and values, and develops their self-esteem and the confidence to view themselves in a positive way.

## Curriculum

Our curriculum has been set out in collaboration with TAB Junior's to ensure consistency in approach and coverage of the Primary Curriculum for RSHE from Year 1 through to Year 6. We have developed the curriculum taking into account the stage of development, needs, and feelings of the children. If children ask questions outside the scope of this policy, teachers will respond in a stage appropriate manner so they are fully informed and do not seek answers online.

For more information about our curriculum, see our curriculum overviews which are available to view on the School website.

## Delivery of Relationship, Sex and Health Education

RSHE is taught both discretely and within the curriculum themes accessed by the children throughout the year. Some biological aspects of RSHE are taught within the science curriculum and P.E. curriculum, and other aspects are included in Religious Education (RE). Aspects of RSHE are referred to in assemblies, especially when exploring themes such as tolerance, respect and understanding of others.

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; and
- Being safe.

We cover the KS1 Science national requirements for 'animals including humans'. This covers identifying main body parts and life cycles. At the School, staff will use the correct terminology for private body parts as part of taught sessions and when needed with pupils, as recommended in the DfE requirements for RSHE.

These areas of learning are taught within the context of family life celebrating all home circumstances and aspects of family life (families can include single parent families, LGBT 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

Staff are responsible for delivering RHSE in a sensitive way, modelling positive attitudes to RSHE, monitoring progress and responding to the needs of individual the children.

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

### Parents'/Carers' right to withdraw

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

### Monitoring arrangements

The RSHE Coordinators use a variety of means of assessing the children's work in line with the whole school assessment policy. This will include:

- Teachers making informal judgements as they observe children during lessons;
- Termly reviews of children's work; and
- Pupil Voice – through review of books and discussions with children.

We share and celebrate children's successes and contributions to the life of the School and the community.

This policy will be reviewed every 2 years. At every review, the policy will be approved by the Governing Body and Headteacher.

<b>Committee</b>	<b>Signed by</b>	<b>Date</b>
<b>Full Governing Body</b>	<b>Chair – Andrew Markwell</b>	<b>18 Sept 2023</b>

<b>Review Date</b>	<b>September 2025</b>
--------------------	-----------------------