



"Happy Together, Growing Together, Aiming High.

Every day, a learning adventure."

Denmead Infant School

Policy for Relationships and Health Education

The vision statement in our Curriculum for Learning document states:

Our Denmead Infant Curriculum Aims	Happy together Secure relationships and exemplary pastoral care		Growing together Irresistible learning environments where adults and children thrive on challenge		Aiming high Achieving excellence for all	
Values to ensure a learning adventure	Resilience 	Independence 	Courage 	Creativity 	Collaboration 	Respect 
Our vision for all of our children	We are empowering our children to be confident individuals who are able to lead safe, healthy and fulfilling lives		We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities		We enable our children to develop skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning	

Introduction

Denmead Infant School aims to create a safe and secure environment where children's ideas, opinions and decisions are valued and celebrated. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. We also seek to develop resilience, self-esteem, teamwork and critical thinking through our curriculum planning and school experience.

It is statutory for schools to have a Relationships and Health Education programme tailored to the age and physical and emotional development of the children. As an infant school, we focus on Relationships Education with an emphasis on understanding friendships, types of bullying and the building of self-esteem alongside deliberate cultivation of character traits and positive personal attributes. Health Education, covers topics such as the benefits of keeping fit and eating a healthy, balanced diet.

Policy Development

This policy has been created in light of the statutory guidance for Sex and Relationships Education (DfE, 2021), by the PSHE co-ordinator and Senior Leadership Team. The policy reflects the views of both teachers and pupils within the school. Parents have been consulted in developing and reviewing the policy.

This policy will be reviewed every 3 years, unless appropriate guidance necessitates change

Relationships and Sex education at Denmead Infant School

At Denmead Infant school we believe that Relationships Education covers the physical, moral and emotion development of our children. It forms an integral part of our Personal Social and Emotional Health curriculum. We believe that RSE supports children's understanding in the importance of stable and loving relationships and friendships, both in reality and online. It also teaches the building blocks of developing positive personal attributes, allowing our children to form positive relationships and cultivate positive emotional and mental wellbeing both at school and into their adult lives.

The main elements of Relationships Education are

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

Our Aims

- To enable our children, through their physical, emotional, social and moral development, to develop self-respect that will help them to move with confidence from childhood into adolescence and then adulthood.
- To enable children to become independent, motivated and responsible decision makers who are able to recognise positive and healthy relationships, and identify if these are making them feel unhappy or unsafe and how to seek help of advice if needed. This includes family life, friendships and other relationships that occur in reality and online.
- To enable our children to develop the skills and understanding they need to live confident, healthy and independent lives
- To enable children to recognise and respect difference in culture, religion and ways of life.

Teaching and Learning

The materials used in school to deliver the Relationships Education curriculum are in accordance with the PSHE framework and the law. As a school we work alongside MyHappyMind+, and NSPCC to teach Relationships Education within our PSHE curriculum. Relationships Education is taught throughout the academic year within planned PSHE time. Our whole school, PSHE curriculum is planned and delivered so that our children receive weekly PSHE sessions across the year.

All teachers have access to on-line planning and assessment materials provided by MyHappyMind. Their MyHappyMind+ programme provides a framework which includes planning, resources, assemblies and assessment tools. This provides the school with a whole-school approach to improving children's wellbeing and progress, divided into units labelled MyHappyMind, MyHappybody, MyHappyrelationships, MyHappyworld and

MyHappyplaces, which has been developed with the knowledge that improving children's health and wellbeing improves their academic attainment.

Each year, the children continue to develop their knowledge and understanding of several key concepts, at an age appropriate level. The PSHE co-ordinator works closely with planning and resources from MyHappymind+ to create half termly units of work for members of staff to follow and use. Each year group follows the same unit each half term at an age appropriate level to allow for a spiral curriculum in which children's knowledge is expanded at each unit. Additional elements are added throughout children's 3 years at Denmead Infant school to ensure all elements in the RSE policy are covered.

	Reception	Year 1	Year 2
Autumn 1	Meet your brain	Meet your brain	Meet your brain
Autumn 2	MyHappyplaces Celebrate	MyHappyplaces Celebrate	MyHappyplaces Celebrate
Spring 1	Appreciate Healthy Lifestyles	Appreciate Healthy Lifestyles	Appreciate Healthy Lifestyles
Spring 2	Relate Families and positive close relationships	Relate Friendships	Relate Friendships
Summer 1	Engage Managing hurtful behaviour	Engage Ourselves Growing and changing	Engage Safe relationships
Summer 2	Keeping safe Shared responsibilities Communities	Keeping safe Safe relationships	Keeping safe Safe relationships

Resources

Within these half termly units of work will also be a range of resources for teachers and Learning Support Assistants (LSAs) to use within their teaching. These vary according to the topic, and may include stories, short videos and worksheets. These have been selected as high quality resources to support and scaffold children in their learning, as well as to create a safe learning environment. Resources are also used from the NSPCC website to support the children's learning about how to stay safe online and keep their bodies safe.

Monitoring and evaluation

Monitoring, evaluation and assessment of the RHE curriculum is carried out throughout the year to enable us to deliver relevant and engaging lessons. This enables reflection and analysis of the impact and effectiveness of our curriculum provision within the classroom and across the school. After each unit of work teachers are asked to comment upon the impact of their lessons and suggest any changes to the unit to ensure it is kept relevant to the children. The PSHE lead will collect these comments alongside class assessment information.

Making Learning Accessible

We strive to ensure that all our teaching and learning is inclusive of all pupils. Our planning, teaching, resourcing and assessment of Relationships Education takes all genders, ethnicities, cultures, backgrounds, sexual orientation and Special Educational Needs (SEND) into consideration. Schools must comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. Our children will receive a Relationships Education, which is relevant and relatable to themselves and their lives.

Gender

By teaching in our class groupings, children will be part of Relationships Education discussions and learn concepts that apply to all genders.

Ethnic, Religious and Cultural Diversity

Our Relationships Education programme recognises the need for our children to be aware of different cultures and ethnicities. We introduce our children to cultural diversity, through our teaching and the resources that we use. We also believe that it is important for our children to understand that different cultures may hold different beliefs, and that we are respectful of these beliefs regardless of whether or not they are different to our own. We also welcome parents and carers to speak to us about their needs, where we can take account of their views.

Lesbian, Gay, Bisexual and Transgender

We will ensure that our Relationships Education provision will meet the needs of all children appropriately, and that all children understand the importance of equality and respect. LGBT content is not taught explicitly at this stage, however different family types, including those that consist of LGBT parents and carers, are discussed and may be present in resources used by staff. It is recognised that in England and Wales marriage is available to both opposite and same sex couples as explicated stated in the RSE guidance (2021).

Varying home backgrounds

Our programme and units of work recognise that our pupils come from a variety of family situations and home backgrounds, and these are acknowledged in our teaching and resources used.

Special Educational Needs

High quality teaching will be personalised for those children with SEND to ensure accessibility. All children will start their Relationships Education learning at an appropriate starting point, with appropriate assessment. We are also aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, subjects such as Social, Emotional and Mental Health can be particularly important for some children. Our planning and teaching is adapted when necessary through differentiated resources and varying levels of support, for those children who may have; alternative methods of communication, and those with profound learning difficulties. Support may include the use of visual aids and symbols, which may be used to access at least the most basic content from our programme, such as self-awareness, gender awareness, body recognition and privacy.

Dealing with Questions

Difficult or intimate questions may arise as a result of teaching Relationships Education. Therefore, it is important that staff feel equipped to handle and deal with sensitive questions and recognise that there may be a legal requirement to answer a child's question factually and impartially. If it is a factual question that staff do not know the answer to, or do not know how to respond, staff should thank the child for their question and be honest that at present, they are not sure how to answer. Staff will then use guidance documents or seek support from the PSHE co-ordinator in how to respond, before answering the question in the next session or at another appropriate time. If it is a question that staff feel is best answered 1:1, perhaps because it is not directly relevant to the lesson or that it is a question that is expected from an older child, staff will try to offer some information that is age appropriate and offer to talk to them again after the lesson. This will give staff a better idea of where the question might be coming from and explore any concerns that staff may have. Staff cannot offer or guarantee pupils unconditional confidentiality. This should be understood by all staff and children and can be embedded into a group agreement. Staff should follow the school procedures as set out in the Safeguarding and Child Protection Policy.

Withdrawing Children

It is a statutory requirement that primary schools address relationships in their Relationships Education. Therefore, parents do not have the right to withdraw children from the statutory Health & Relationship Education lessons.

Vocabulary

As part of our Relationships Education, children will be taught and encouraged to use the correct anatomical names for body parts, including their genitalia. The PSHE Association outlines that children should be able to use the terms: vulva, vagina, penis and testicles.

We believe that it is important for both staff and children to use the correct terminology to ensure their safety and meet the following objectives:

- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to ask for advice or help for themselves or others.
- Know how to report concerns or abuse and the vocabulary and confidence needed to do so.

Dissemination of policy

We believe that the best relationship education is delivered partnership with parents, therefore this policy has been emailed to all parents as well as being made available on the school website.

Sources of Further Information

Keeping Children Safe in Education (DfE, 2024)

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, 2021)

Approved: February 2025

Next Review: February 2028