Petersfield Infant School

Board of Governors

Relationships and Health Education Policy

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Administration Record

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Name of Headteacher	Mrs Crissy Hodgkinson

Petersfield Infant School

BE THE BEST YOU CAN BE

PETERSFIELD INFANT SCHOOL

Relationships and Health Education Policy

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Relationships and Health Education Policy

Introduction

At Petersfield Infant School, children learn what relationships are and what good friendships look like. From the first year at school, they are helped to understand who is in their family, the different people who can support them, and how to get along with others.

Building Positive Relationships

Children learn:

- how to take turns and share
- how to treat others with kindness, respect and honesty
- how to ask for permission and understand when others say "no"
- the idea of personal privacy and personal space

These skills help children recognise what safe and appropriate behaviour looks like and form the foundation for later learning about consent in secondary school.

Understanding Boundaries

Children are taught to understand their own boundaries and respect those of others. This includes:

- safe and unsafe physical contact
- respecting others during play and when using shared toys or resources
- understanding when someone wants space or feels uncomfortable

Healthy Friendships and Families

Teachers talk openly about what makes a healthy friendship and what makes family relationships positive and supportive. This helps children learn to recognise when a relationship feels safe and happy.

Children are sensitively taught to recognise that families come in many forms, including single parents, LGBTQ parents, families headed by grandparents, adoptive or foster families and carers. All children are made to feel included and respected.

Online Relationships and Safety

As many children will begin using the internet before they leave primary school, children are guided to:

- understand how to behave kindly and safely online
- how information and photos can be shared
- be aware that websites may use personal information in ways children might not expect

Building Character and Wellbeing

Character traits that help children thrive are constantly promoted, for example:

- resilience and perseverance
- kindness and generosity
- honesty and integrity
- courage and a sense of fairness

Children are helped, and encouraged, to build self-confidence, self-respect and emotional wellbeing and learn that good friendships can support their mental health.

Keeping Children Safe

Children are taught the knowledge they need to recognise and report abuse (emotional, physical or sexual) in an age-appropriate way. At infant level, this focuses on:

- boundaries
- privacy
- understanding that their body belongs to them
- knowing they can say "no"

Linking with the Science Curriculum, children are taught the biological names of body parts such as penis, vulva, anus and breasts. Teaching children the correct anatomical names for their private body parts is crucial for helping to prevent sexual abuse, promoting safety and helps to ensure clear communication. Using the correct terms can remove the stigma and shame and can help to empower children to report inappropriate touch or discomfort accurately and confidently. Appendix 1 shows the example vocabulary taught as part of the curriculum.

Children learn who they can talk to if something worries them and that responsibility for child abuse or harm never rests with the child.

All of the above teaching supports the wider safeguarding work of the school.

Moral and Values Framework

Petersfield Infant School believes that Relationships and Health Education help children make informed, positive choices about their lives. It supports their physical, emotional and moral development, and helps to secure confidence, self-esteem and good wellbeing.

Children are taught about the importance of stable, caring and respectful relationships - at home, at school as well as in the wider community. In this way, children are given the skills, knowledge and values they need to develop healthy relationships now, and, as they grow.

Aims and Objectives

Petersfield Infant School's aim is to give children:

- age-appropriate information
- chances to explore values and attitudes
- skills to help them make positive, healthy choices

Learning summaries for each area are detailed below;

Families and People Who Care for Me

Children learn:

- Families are important because they provide love, security and stability
- Healthy families show commitment, care, protection and spend time together
- Families can look different and these differences should be respected
- Many types of stable, caring relationships help children feel safe as they grow
- They should tell an adult if something in their family makes them feel unsafe or unhappy

Caring Friendships

Children learn:

- How friendships help us feel happy and secure
- The qualities of a good friend, including kindness, safe, honesty and loyalty
- That healthy friendships are welcoming and do not make people feel left out
- That friends sometimes have disagreements, and these can be resolved without hurting others
- How to recognise friendships that don't feel right, how to manage conflict and when to seek help

Respectful Relationships

Children learn:

- Why it is important to respect others, including people who are different from them
- How to be respectful in different situations (e.g. taking turns, showing good manners)
- That self-respect is linked to their own happiness
- That they should expect to be treated with respect and treat others the same way
- About different kinds of bullying (including online), its impact and how to get help
- What stereotypes are and why they can be harmful
- How to ask for and give permission in everyday interactions

Online Relationships

Children learn:

- That people may behave differently online and may pretend to be someone else
- That the same rules of respect apply online as in person
- How to stay safe online, spot risks and report anything worrying
- To think carefully about online friendships and information from people they don't know
- How information and photos can be shared and used online

Children also begin to learn, in a simple way, that:

- some online content is not safe
- people online may try to trick or persuade
- they should always check with an adult before clicking or sharing

Being Safe

Children learn:

- What personal space is and how to set appropriate boundaries offline and online
- About privacy, and that it's not always right to keep secrets, especially if they affect safety
- Personal boundaries, that their body belongs to them, safe and unsafe physical contact
- How to respond safely to adults they do not know, including online
- How to recognise and report concerns about feeling unsafe or uncomfortable with an individual/s, even if that person is someone they know, love or are related to
- How to ask for help for themselves or others - and to keep asking until they are heard
- Who they can go to for help, such as family, teachers and safe adults, even if they are asking for help regarding a person they know, love or are related to
- Definitions of unacceptable behaviours – without explicit content

Relationships and Health Education in the Curriculum

Personal, Social, Health and Economic (PSHE) education, including statutory Relationships and Health Education, as recommended by the Department for Education (DfE), provides a framework though which key skills, attributes and knowledge can be developed and applied. This in turn helps to promote positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develops healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Petersfield Infant School's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of children is embedded throughout the entire school's curriculum and culture. The school's planned PSHE program, SCARF, (Safety, Caring, Achievement, Resilience, Friendship) is built around a spiral curriculum of recurring themes and is designed to:

Give children the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions

- Encourage and support the development of social skills and social awareness
- Enable children to make sense of their own personal and social experiences
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- Enable effective interpersonal relationships and develop a caring attitude towards others
- Encourage a caring attitude towards and responsibility for the environment
- Help children understand and manage their feelings, build resilience and be independent, curious problem solvers

There is a proven link between children's health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

SCARF

Petersfield Infant School uses SCARF (Safety, Caring, Achievement, Resilience, Friendship), a comprehensive scheme of work for PSHE and Wellbeing education.

By using this scheme, Petersfield Infant School ensures that;

- **Statutory Compliance** – the Department for Education's statutory requirements for Relationships and Health Education are met through a curriculum where themes are revisited each year

- **Personal Development** – the five core pillars, Safety, Caring, Achievement, Resilience and Friendship, help children develop the emotional intelligence and social skills they need for life outside the classroom

- **Consistency** – because the lessons build on prior learning, children experience a smooth transition in their understanding of complex topics as they grow

SCARF supports children's spiritual, moral, social, cultural and emotional development, fostering a sense of respect for themselves and for others. It promotes health and wellbeing across the school community within a robust PSHE framework and also contributes significantly to the British Values in their broadest sense.

Petersfield Infant School follows six half-termly units, provided by SCARF, and adapts the scheme of work, where necessary, to meet the local circumstances of the school. For example, the local environment may be used as the starting point for aspects of work. The School Council are also consulted as part of the planning, to ensure pupil voice is considered and fed into the planned programme.

The PSHE Subject Lead works in conjunction with all Teachers and is responsible for ensuring that staff are equipped with the knowledge, skills and resources to confidently deliver PSHE education. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons.

There is planned progression across the SCARF scheme of work, so that children are increasingly, and appropriately, challenged as they move up through the school. Teacher Assessment is completed to allow evaluation of the children's knowledge from each unit which, in turn, demonstrates the progression of both skills and knowledge.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections and is strongly linked to child-led activities, including play. PSHE is taught through SCARF and activities are planned as part of the Continuous Provision, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

Key Stage One

The SCARF programme divides the year into 6 themed units:

- **Me and My Relationships** - includes content on feelings, emotions, conflict resolution and friendships
- **Valuing Difference** - a focus on respectful relationships and British Values
- **Keeping Myself Safe** - looking at keeping ourselves healthy and safe
- **Rights and Responsibilities** - learning about money, living the wider world and the environment
- **Being My Best** - developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement
- **Growing and Changing** - finding out about the human body, the changes that take place from birth to old age and being safe

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. Activities encourage children to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside, then collaboratively with, their peers. Children may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Year 2, children learn that animals, including humans, have offspring that grow into adults. They are introduced to the concepts of reproduction and growth, but not how reproduction occurs.

By the end of Year 2, children will have had the opportunity to begin to develop their knowledge and understanding of building and maintaining healthy relationships. They will have considered the effect of their behaviour on other people and be able to respect and identify some differences between people. They will have experience of thinking about the different ways in which family and friends care for each other. They will be able to talk about ways of keeping themselves healthy and to name the main parts of the body. Children will also be able to explain the basic ways that people change as they grow older.

coram Life Education SCARF

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy

How PSHE Education, Including Relationships Education, is Taught

PSHE lessons are taught by qualified staff, once a week in a timetabled PSHE lesson, throughout the whole year, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, circle time.

Class Teachers create a safe, welcoming space for children to explore various topics by establishing a group agreement at the start of each lesson or topic. This includes a confidentiality statement understood by adults and children. Teachers also use a range of skills, including distancing techniques and the anonymous question box. Teachers answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures by recording any concerns on CPOMS (the Child Protection Online Monitoring System used at Petersfield Infant School) and informing a member of the Designated Safeguarding Lead team in line with the Local Authority procedures for child protection.

Petersfield Infant School ensures that the Relationships and Health Education elements of the PSHE education programme are relevant to all children. SCARF lesson plans are flexible and allow for qualified staff, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes. It is not our school's policy to withdraw children with special educational needs from PSHE Education as these aspects of personal and social development are as important to all children as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided, where necessary, to ensure all children are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Personal Learning Plans (PLPs).

'No Outsiders', a whole school ethos, is used to teach children that everyone is different and everyone belongs. There are no outsiders at Petersfield Infant School as everyone is welcome. The school acknowledges different ethnic, religious and cultural attitudes, as well as that children may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources from No Outsiders that promotes diversity and inclusion in Relationships Education.

How PSHE Education is Monitored, Evaluated and Assessed

SCARF is monitored and assessed after each session, against the learning outcomes of the session, set by SCARF. This enables the Class Teacher to identify any gaps in learning and is shared with the PSHE Lead at the end of each unit.

The PSHE Education Subject Lead liaises with the Headteacher and provides an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE Education Subject Lead has specially-allocated regular management time, to review evidence of the children's work and monitor any assessments made.

Communicating with Parents and Carers

Petersfield Infant School actively collaborates with a representative group of Parents and Carers when reviewing and updating the RHE Policy.

This partnership ensures the curriculum is well understood and reflects the shared goal of supporting every child's wellbeing and development. The focus group provides valuable input

and helps to guide the direction of the policy. This collaborative process ensures that the curriculum is compliant with statutory requirements as well as reflecting the school's values. Fostering an open dialogue enables the school to address concerns, clarify the content being taught and ultimately build a stronger partnership between home and school in supporting children's wellbeing.

Parents / Carers may request access to resources via the Class Teacher.

This policy will be reviewed every three years, in consultation with teachers, school staff, a Parent / Carer focus group and Governors.

Relationships and Health Education is a lifelong process that begins informally in the home with Parents and Carers before a children's journey through school commences. The school aims to build upon the foundations laid within the home and maintain a positive and supportive relationship with Parents and Carers of children at the school through mutual understanding, trust and co-operation. Parents and Carers do not have the right to withdraw their children from Relationship and Health Education whilst in infant school.

In promoting this objective Petersfield Infant School will:

- respond proactively to any issues that Parents and Carers raise with Teachers or Governors about this Policy or the arrangements for Relationships and Health Education in the school

- answer questions that Parents / Carers may have about Relationships and Health Education

- inform Parents / Carers about the school's Relationships and Health Education Policy and share resources through the school's website, emails, letters (see Appendix 2) and / or newsletters

Appendix 1 – Vocabulary Used within the Growing and Changing Unit

Year R – Growing and Changing

Lesson Plan	Key Vocabulary
Seasons	seasons, spring, summer, autumn, winter, cycle
Life Stages – plants, animals, humans	egg, change, grow, growing, life cycles, seed, baby, old, young
Life Stages – Human Life – who will I be?	adoption, adult, baby, child, teenager, old age, marriage, civil partnership, wedding, ceremony, celebration
Where do babies come from?	egg, sperm, womb, surrogacy, adoption, pregnancy, breastfeeding, love, family, care, baby, tummy, donated sperm/eggs, same-sex parents, one-parent families, breasts
Getting bigger	surrogacy, adoption, IVF, grow, adult, baby, child, teenager, messages, (DNA/genes), families of different beliefs
Me and my body – girls and boys	sperm, testicles, vagina, penis, breastfeeding, vulva, private parts, privacy, my body is mine (body autonomy), dolls and cars are for everyone (gender stereotyping), eggs, nipples, breasts, anus

Year 1 – Growing and Changing

Lesson Plan	Key Vocabulary
Healthy me	water, food, sleep, exercise, energy, healthy, oxygen, air, screen usage
Who can help me?	safe, unsafe, unkind, unkindness, tease, teasing, bullying, witness, experience, getting help, aggressive, online bullying
Surprises and secrets	surprise, secret
Keeping privates private	testicles, vagina, penis, doctor, breastfeeding, private, vulva, help, change, my body is mine (body autonomy), privates, nipples, hygiene, sore, private activity, scrotum, breasts, anus

Year 2 – Growing and Changing

Lesson Plan	Key Vocabulary
Sam moves away	feelings, change, emotions, nervous, loss, frightened
Haven't you grown!	food, sleep, care, change, growing, rest, learning, forward looking, making choices, asking permission
My body, your body	ovaries, sperm, testicles, vagina, penis, womb, pregnancy, breastfeeding, vulva, special, private parts, my body is mine (body autonomy), eggs, nipples, bottom, unique, scrotum, breasts, anus
Respecting privacy	penis, private, vulva, privacy, consent, genitals, permission
Some secrets should never be kept	penis, private, vulva, tell, unsafe, private parts, consent, secret, uncomfortable, someone you trust, genitals, permission

Appendix 2 - Relationships Letter to Families

Dear Parents and Carers,

At Petersfield Infant School, we believe that education is a holistic process and that the development of the whole child is central to their wellbeing and achievement. As part of our Personal, Social, Health, Economic (PSHE) Education, we aim to build upon the foundations laid within the home and we teach children about how to keep themselves safe. The Government has made Relationships Education compulsory for all children receiving primary education. By the end of their time at Petersfield Infant School, we ensure that we have provided our children with the skills, knowledge and ability to feel well equipped, safe and confident when approached with challenging situations.

We teach children:

· What sort of boundaries are appropriate in friendships

· About the concept of privacy; including that it is not always right to keep secrets especially if they mean you are unsafe

· That each person's body belongs to them, and the differences between appropriate and inappropriate contact

· How to respond safely and appropriately to adults in all contexts, including online

· How to recognise and report feelings of being unsafe or feeling bad about any adult

Biological aspects of the Relationships Education are developed within the context of PSHE, Citizenship, Science and Religious Education (RE) Curriculums. When children are taught the correct anatomical names for body parts (such as vulva, penis and breasts and anus) we do so sensitively to the age and level of understanding of the children. This is part of our safeguarding responsibility and gives children the vocabulary to protect themselves and seek help.

Our PSHE teaching is flexible and responsive to meet the needs of the class and we follow a carefully planned scheme of work called SCARF (Safety, Caring, Achievement, Resilience and Friendship). It is through this scheme that focused Relationships Education lessons are taught:

Year R	Summer Term	Me and My Body Similarities and differences between girls and boys Life cycles of humans and animals
Year 1	Spring Term Summer Term	Safe and unsafe touches Keeping privates private My body parts
Year 2	Spring Term & Summer Term	Safe and unsafe secrets Appropriate touch Life cycles of humans and animals Growing and changing Respecting privacy

The full Relationships and Health Education Policy is available on the school website for further information.

Click here for Relationships and Health Education Policy

Yours respectfully,

Miss A. Hook
PSHE Lead