



RSE POLICY

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K. Pochin Headteacher	Rob Johnson Chair of Governors

Relationships and Health Education (RHE) Policy for Inglehurst Infant School

Rationale

This policy outlines Inglehurst Infant School's comprehensive approach to Relationships and Health Education (RHE).

The primary aim of RHE at Inglehurst Infant School is to equip children with the knowledge and skills they need to make informed decisions about their wellbeing, health, and relationships. Our goal is to build children's self-esteem, enabling them to embrace the challenges of creating a happy and safe adult life. We aspire for our children to have high aspirations, a strong belief in themselves, and the realisation that with hard work and determination anything is possible. We value RSHE as a fundamental part of supporting children's development as human beings, helping them understand and respect themselves and others, empowering them with a voice, and equipping them for life and learning.

We define Relationships and Health Education as providing children with age-appropriate skills, attitudes, and knowledge to keep themselves safe and healthy both online and offline. RHE also imparts essential skills for building positive, respectful relationships, enabling them to face the challenges of creating a happy and successful adult life.

As part of RHE, pupils are taught about the nature, uniqueness, and importance of family life and the wider community. They will learn what relationships, friendships, and families mean, and who the people are that can support them. Care will be taken to ensure that teaching about families does not stigmatise any child due to their home circumstances. Teaching will be sensitive to the fact that some children may have different support structures around them.

To prepare every young person for life in modern Britain, it is essential that the curriculum reflects the full diversity of the world they live in. As a school, we will ensure compliance with the relevant provisions of the Equality Act 2010, recognising that sexual orientation and gender reassignment are among the protected characteristics. We will ensure that RHE promotes gender and LGBTQ+ equality by teaching content that is age-appropriate and developmentally suitable. RHE will be taught sensitively and inclusively, respecting the backgrounds and beliefs of pupils and parents, with the aim of providing children with the knowledge they need to grow up with inclusive and accepting attitudes.

Aims/intended outcomes

To provide pupils with knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect each other, diversity and difference so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

In our school we have chosen to deliver RHE using Jigsaw, the mindful approach to PSHE.

Jigsaw PSHE supports the development of skills, attitudes, values and behaviour which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Become healthy and fulfilled individuals

Working with Parents and Carers

The government guidance on teaching RHE emphasises the importance of schools partnering with parents and carers. We see the collaboration between home and school as crucial for providing children with education about healthy, respectful relationships, focusing on family and friendships in all contexts, including online, as well as overall health.

Parents and carers should be aware that schools are legally required to provide a broad and balanced curriculum. Topics related to relationships may come up incidentally in other subjects, such as Science, Geography, History, and Religious Education, and it is not possible to withdraw pupils from these discussions. Parents will be given the opportunity to understand the purpose and content of RHE and to ask questions about the school's approach. Ultimately, our teaching aims to complement and reinforce what pupils are already learning at home.

Pupils with Special Educational Needs and Disabilities (SEND).

We ensure that RHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). This is achieved by adapting content and teaching to meet the specific needs of pupils at different developmental stages. Our teaching is sensitive, age-appropriate, developmentally appropriate, and delivered with reference to the law.

Roles and Responsibilities

The RHE programme will be led by the Headteacher, who is the PSHE lead, with the support of the governing body. It will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school. Additional staff, external visitors, and advice from professional associations will support the programme.

Governors

The governing body should ensure that:

- All pupils make progress in achieving the expected educational outcomes.
- The subject is well-led, effectively managed, and well-planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- The subject is resourced, staffed, and timetabled in a way that ensures the school can fulfil its legal obligations.

Headteacher and PSHE Leader

The Headteacher/PSHE Leader is responsible for:

- Informing both staff and parents about our RHE policy and ensuring its effective implementation.
- Providing sufficient training for staff to teach relationship and sex education effectively and handle difficult issues with sensitivity.
- Liaising with external agencies regarding the school's RHE programme and ensuring that all adults working with the children on these issues are aware of and adhere to the school policy.
- Monitoring the policy regularly and reporting to governors on its effectiveness when requested.

Adults Working with Children

Adults working with children are entitled to:

- Access to high-quality, up-to-date, accurate information, resources, and training.
- Mutual understanding of roles and responsibilities in relation to RHE planning and delivery.
- Contribute their views and ideas in support of RHE development for children.
- Receive professional guidance and support.
- Opportunities to share good practice.
- Be informed about issues of confidentiality and procedures to follow.

External Visitors

Working with external organisations can enhance RHE delivery by bringing in specialist knowledge and different ways of engaging with young people. The school will ensure:

- The validity of the visitors' credentials.
- The visitor's teaching aligns with the planned programme and published policy.
- Detailed discussions about how the visitor will deliver the session, ensuring content is age-appropriate and accessible for pupils.
- Reviewing visitors' materials and lesson plans in advance to ensure they meet pupils' needs.
- Agreement on how confidentiality will be managed in lessons and that visitors understand school policy on safeguarding reports.

Parents/Carers

Parents and carers are entitled to:

- Accessible, accurate, up-to-date information delivered in a way that meets their needs.
- A safe and supportive environment for their children.
- Information on how and when RHE is taught.
- Understand their rights and responsibilities concerning RHE policy and curriculum.
- Be informed about issues of confidentiality and how it affects them and their children.
- Have their views and ideas received respectfully and non-judgmentally.

Legislation

The Relationships Education and Health Education (RHE) statutory guidance came into effect in September 2020. Schools are required to provide a curriculum that is age-appropriate and considers the varying needs of the pupils in their care.

Curriculum Design

Effective Health and Relationships Education can significantly contribute to developing personal skills needed by pupils as they grow. It enables young people to make responsible, informed decisions about their health and well-being. Our school follows the Jigsaw scheme of work for Infant Schools, which integrates PSHE Education, emotional literacy, social skills, and spiritual development into a comprehensive learning scheme. Jigsaw is designed as a whole-school approach with all year groups working on the same theme (puzzle) simultaneously. There are six puzzles in Jigsaw, one for each half term, each containing six pieces (lessons). Each piece has two learning intentions: one focusing on specific PSHE learning (covering statutory Relationships and Health Education guidance) and one focusing on emotional literacy and social skills development to enhance children's emotional and mental health. Jigsaw, the mindful approach to PSHE, is relevant to today's children, helping them understand and cope with issues such as body image, cyberbullying, and internet safety.

Jigsaw RSE content

The table below outlines specific RSE content for each year group:

Age

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

Jigsaw Health Education content

The table below outlines specific Health Education content for each year group:

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.

Staff Training

Teaching RHE can be incredibly rewarding, but we understand that to feel confident, staff need opportunities to develop their knowledge, skills, and attitudes. We recognise that all adults have different personal beliefs and attitudes about RHE. We will discuss relevant issues and arrange training as necessary to enable staff members to feel confident in delivering the RHE curriculum. We will also encourage the sharing of good practice.

Assessment

Each class teacher is responsible for delivering the weekly class lessons. Teachers will ensure that children are making progress throughout their Jigsaw experience. Each puzzle has a built-in assessment task that provides opportunities for teacher assessment. Additionally, the 'Help Me Reflect' section at the end of each Jigsaw session allows children to self-assess or peer-assess.

Safe and Effective Practice

Establishing a safe, open, and positive learning environment based on trusting relationships between all class members, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed upon at the beginning of the year and reinforced in every lesson using the Jigsaw Charter. The charter includes the following aspects:

- We take turns to speak.
- We use kind and positive words.
- We listen to each other.
- We have the right to pass.
- We respect each other's privacy.

We acknowledge that sensitive and potentially difficult issues will arise from learning through real-life experiences, as children will naturally share information and ask questions. Teachers will be prepared to handle personal issues arising from the work sensitively and follow up appropriately on any disclosures made.

Both formal and informal RHE questions from pupils will be answered according to the age of the child concerned. Questions related to the taught curriculum for that age group will be addressed to the whole class. Questions beyond the planned curriculum will be answered sensitively and age-appropriately to the child or children who have asked the question, where appropriate, in consultation with the child's parents.

Pupils will use Zones of Regulation to identify and express their feelings throughout the day. This will allow teachers to quickly notice any changes in a child's emotions and address any concerns appropriately, following the school's safeguarding procedures. Teachers will seek advice from the Headteacher/ PSHE leader if they have any questions regarding curriculum content or delivery within lessons.

Safeguarding

A child's confidentiality will be maintained by a teacher unless the teacher believes that the child is at risk or in danger. In such cases, the teacher will talk to the Designated

Safeguarding Lead (DSL) in accordance with the safeguarding policy. All staff members are familiar with the policy and know who the DSL is.

Monitoring and Evaluation

Teachers will reflect on their work in delivering RHE through lesson evaluations, discussions with senior leaders, and monitoring activities led by the PSHE leader. We will involve children in evaluating and developing their RHE in ways appropriate to their age:

- Encouraging children to ask questions as they arise.
- Asking children to reflect on their learning and set goals for future learning.
- Consulting children about their perception of our RHE programme.

We will also consider comments made by parents regarding our RHE programme.

External Contributors

External contributors from the community, such as school nurses and community police and fire officers, make valuable contributions to the Jigsaw PSHE programme. Their input should be carefully planned and monitored to fit into and complement the programme.

Links to Other Policies and Curriculum Areas

We recognise the clear link between Jigsaw PSHE and the following policies:

- Science curriculum
- Anti-bullying policy
- Equality objectives
- Safeguarding policy