



Relationships and Health Education Policy.

Date approved by the Full Governing Body: - December 2021

Date of review: - December 2022

Introduction.

Since September 2020, it has been 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 will be focusing on Relationships Education with a focus on friendship, relationships and the building of self-esteem. Health Education, which also has been statutory from 2020, will cover topics such as the benefits of keeping fit and eating a healthy, balanced diet.

The Intent

At Alton Infant School Infant School, wellbeing is a key part of daily life in the school and is promoted by our rights respecting vision and our values where all are **accepted and included**. Through high levels of care and compassion, we aim to provide an education **within which children flourish and thrive academically, emotionally and socially**. Our vision is for teaching and learning to be an enjoyable, engaging and memorable experience so that **children become happy, confident and creative learners**. We believe that each child is unique and we aspire to unlock each child's individual gifts and talents.

Our values are based on the school's learning behaviours for our children. These learning behaviours are celebrated and embedded into the life of the school and the school's curriculum. Our learning behaviours are based on different characters so that our children can relate to them in a real and meaningful way.

Our learning behaviour characters are:-



We aim for our pupils to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and more complex contexts within life. Everyone faces difficult situations in their lives and our Relationships and Health Education teaching supports pupils to develop resilience, to know how and when to ask for help, and to how to ask and find age-appropriate support. As a school we aim to prepare pupils for the opportunities, responsibilities and experiences as they grow up and eventually mature into adult life, whilst also promoting their the spiritual, moral, social, cultural, mental and physical development. At Alton Infant School we aim to teach from our Relationship and Health Education curriculum, using sensitive, sufficient, well-chosen and appropriate opportunities and contexts for pupils to embed new knowledge so that children can use it confidently in real life situations

Relationship Education

The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with children being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving and the age-appropriate concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and

inappropriate or unsafe physical, and other contact, is also taught within the curriculum, in an age-appropriate way. This teaching links extremely well with our ethos, values and learning behaviours for the children, which provide a backdrop for all that we do as a school.

Children are taught about the features of healthy friendships, family relationships and other relationships which infant school children are likely to encounter. The aim is for children to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help children to recognise any less positive relationships when they encounter them. Relationships Education also creates an opportunity to enable children to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

When teaching about relationships content, age-appropriate online safety and appropriate behaviour **is taught in a way that is relevant to children's lives.**

Children are taught the age-appropriate knowledge they need to recognise and to report abuse. Children are taught how to report concerns and seek advice when they suspect or know that something is wrong. There is always a balance when teaching children about making sensible decisions to stay safe, including online, whilst being clear it is never the fault of a child who is abused. This essential teaching complements Health Education and strongly supports and links to the safeguarding of pupils.

Physical and Mental Health Education.

At Alton Infant School we aim to teach children about age appropriate physical health and mental wellbeing in order to give them the information that they need to make good decisions about their own health and wellbeing. We believe that physical health and mental wellbeing are interlinked, and it is important that children understand that good physical health contributes to good mental wellbeing and vice versa. We aim to **promote children's** self-control and ability to self-regulate, alongside strategies for doing so. This will enable children to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing will then have a positive impact on behaviour and attainment.

At Alton Infant School, we promote strong relationships and living values that provide and encourage an atmosphere of openness. Children feel safe and know that they can speak to any member of staff should they need any help or advice. We also plan and provide very effective one-to-one and small group emotional well-being sessions for pupils and these are

led by the school's Emotional Literacy Support Assistant (ELSA), overseen by the school's SENCO.

Children are taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and given the language and knowledge to understand the normal range of emotions that everyone experiences. This then enables children to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Children are taught about the steps they can take to **protect and support their own and others' health and wellbeing**, including simple self-care techniques, personal hygiene and prevention of health and wellbeing problems.

Children learn about the benefits of hobbies, interests and participation in their own communities. Children are taught to take opportunities to consider the needs of and to serve others with an understanding that these are beneficial for health and wellbeing.

At Alton Infant School we also teach children about the benefits of rationing time spent online and the risks of excessive use of electronic devices as well as age-appropriate E-safety and awareness.

Subject content and the implementation of Relationship and Health Education.

As a school our Relationships and Health Education sessions follow the Government guidance and post Covid **we have introduced Trick Box to improve children's mental health.** The school's schemes of work and lesson plans are organised around the Personal Social Health Education (PSHE) Association's Programmes of Study Learning Opportunities as well as the DfE's Relationships Education and Health Education statutory guidance.

Relationship and Health Education is taught across the school as part of and within weekly Personal, Social and Health Education lessons. These lessons are taught discretely as well as throughout the school day as different situations or issues arise or during assembly times. Lessons are taught to all children within a classroom setting regardless of ability or any special educational needs or disability. Themes and teaching content are also adapted to the needs of individual pupils, classes or groups and when appropriate we work closely with parents on any particular teaching themes or areas.

Please see Year R, Year 1 and Year 2 for the details of the age appropriate teaching content for Relationship and Health Education for each year group. As a school we are confident that each of the different teaching areas and content are appropriate for each year group. We, do however, regularly review the content of the different teaching areas to ensure that they continue to be appropriate for our pupils.

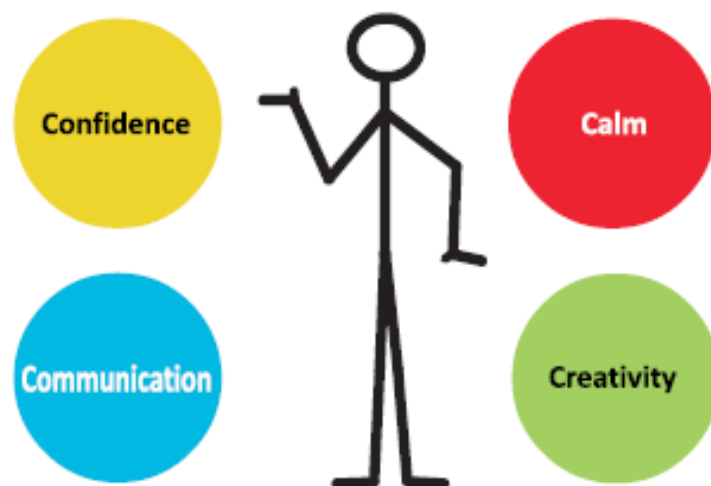
Trick Box

Across EYFS and KS1 we use Trick Box to create happy early emotional and personal habits.

What is Trick Box?

Trick Box is a simple, fun and effective whole school, whole journey, emotional management and personal development programme which supports children and young people in Early Years, Key Stages 1-5 and their families.

Evidence based and developing mental wellbeing in line with DFE guidelines, Trick Box programmes develop positive life habits to help deal with challenges in the here and now as well as building a repertoire of personal skills for the future.



The Trick Box techniques and strategies are designed to help individuals to:

- Recognise and self-manage emotions
- Develop mindful awareness and mind-body connection
- Build awareness and choices around body language signals
- Create confident decision making
- Set and achieve positive goals
- Develop communication skills to enhance interpersonal relationships
- Problem solve and create solution thinking
- Create intrinsic motivation and the confidence to try new things in new ways
- Create long term personal autonomy and resilience

Consultation and review.

This policy will be reviewed in one year by staff and governors in-line with DfE guidance.

Parents and carers will be informed annually about any changes to the school's Relationship and Health Education curriculum. There is no right for parents to withdraw their children from this curriculum as infant schools only teach Relationships and Health Education.

The impact of Relationships and Health Education and how it prepares children for their next stage of education.

Our vision, values and ethos, alongside the teaching and learning of Relationships and Health Education, results in our children flourishing and thriving academically, socially, emotionally and personally. Children develop and foster a joy of learning and life in which they feel valued, and then value others through an understanding of respect.

Pupils are equipped with the emotional and practical tools in order to make age-appropriate and informed decisions about their physical and mental well-being, health and relationships. Pupils also know how to keep safe and what to do, or who to speak to, if they feel unsafe.

Alton Infant School's Relationships and Health Education Curriculum provides our children with the emotional and practical tools to help them develop a happy childhood as a foundation to maturing into adult life.

Practices that are in place that are in-line with recommendations from the June 2021 OSFTED national review of sexual abuse in school and colleges.

- A carefully sequenced, and age-appropriate, Relationship and Health Education Curriculum, based on the Department for Education's (DfE's) **statutory guidance**.
- Routine and consistent record keeping of any pupil behaviour of a sexual nature.
- A central reporting system for any safeguarding or child-protection issues (including those of a sexual nature) that is known and used by all staff and volunteers.
- A consistent policy and approach to behaviour management that is in-line with the **school's vision and values**.
- Working closely with other safeguarding agencies and partners.
- On-going training and advice for staff delivering Relationship and Health Education.

- On-going volunteer, staff and governor training to ensure that all volunteers, staff (and governors, where relevant) are able to:

Better understand the definitions of sexual harassment and sexual violence, including online sexual abuse.

Identify early signs of peer-on-peer sexual abuse.

Consistently uphold standards in their responses to sexual harassment and online sexual abuse.