



Relationships and Health Education Policy

Aiming High, Achieving Together

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Signature of Headteacher	L.J. James
Signature of Chair of Governors	G. Dove

What is Relationships Education?

Relationships Education promotes equal, safe, positive and enjoyable relationships. It is taught in a way that proactively fosters values, attitudes and behaviours in line with the Equality Act 2010. It is compulsory in all primary schools in England.

In order for children to embrace challenges of creating a happy and successful life they need to gain knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. At Merton Infant School & Nursery, the focus is on teaching the fundamental building blocks and characteristics of positive relationships. Relationships Education creates an opportunity to teach children about positive emotional wellbeing and mental health, including how different relationships can support mental wellbeing.

Safeguarding is at the heart of teaching Relationships and Health Education. Children need to know and understand how to keep themselves safe, know how to access support and know how to raise concerns.

Aims

- The aims of Relationships and Health Education are to put into place the building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online.
- We aim to teach children to take turns, how to treat each other with kindness, consideration and respect, understanding of other faiths and beliefs, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- Science and Health Education sit alongside Relationships Education, and we aim to enable children to develop the essential understanding of how to be physically and mentally healthy. Songs are taught in music lessons that promote a healthy lifestyle.
- We aim to teach children what a relationship is, what a friendship is, what family means and who are the people in their lives who can support them.
- We aim to help children develop their understanding of personal space and boundaries, to show respect and to understand the differences between appropriate and inappropriate or unsafe physical touch. This will include how to manage appropriate contact whilst on line.
- Teaching about mental wellbeing is central to Relationships Education and we aim to give high priority to children's mental wellbeing during their time at Merton Infant School & Nursery.
- Safeguarding all children in our school is the most important aspect of what Merton Infant School & Nursery does, and we aim to teach children the knowledge they need to recognise and report abuse.

Within the National Curriculum for Science the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. Within Key Stage 1 children are taught medically correct names for parts of the body, including external male and female genitalia. These lessons are taught later in the academic year so that classes are established and teachers are familiar with the pupils in their classes. If a child asks a direct question or talks about material that a teacher feels is inappropriate for the lesson, they would be gently told that it is not part of the class lesson. As a school we acknowledge that families discuss aspects with their children at different ages and this will be respected.

Statutory Requirements

As a maintained school, we must provide Relationships Education to all pupils as per section 34 and 35 of the Children and Social Work Act 2017.

In teaching Relationships Education, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

All staff are trained to use the Keeping Children Safe in Education document:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The statutory guidance for RSHE has been followed:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

At Merton Infant School & Nursery we teach Relationships and Health Education as set out in this policy and identify the teaching and learning of Personal, Social and Health Education (PSHE), Relationships and Health Education (RSHE) and Wellbeing and Mental Health under the umbrella of RHE (Relationships and Health Education) within our school.

This policy was written to ensure that it meets the needs of all pupils. It has been approved by the school governing body. We acknowledge that under the Education Act 2002 all schools must provide a balanced and broadly - based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social and Health Education provision.

How Relationships and Health Education (RHE) and Personal, Social and Health Education (PSHE) is delivered: At Merton Infant School & Nursery we use the Jigsaw and Trick Box Education programmes.

Jigsaw is a mindful approach to PSHE, it brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a scheme of learning. A lesson is taught every week by each class teacher in their classrooms. This allows the lessons to be tailored to the children's needs within each class. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

Jigsaw covers all the requirements of the government guidance. The Relationships and Healthy Me Puzzles (units) cover most of the aspects in the guidance but these are enhanced, revisited and foundations built throughout the Jigsaw Programme. Jigsaw's philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others.

Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these e.g. Using Calm Me (mindfulness techniques).

There are six Puzzles in Jigsaw designed to progress in sequence from the beginning of each academic year:

Autumn 1

Being Me in My World

Who am I and how do I fit in?

Autumn 2

Celebrating Difference

Respect for similarities and difference.

Anti-bullying and being unique

Spring 1

Dreams and goals

Aspirations, how to achieve goals and understanding the emotions that go with this

Spring 2

Healthy Me

Being and keeping safe and healthy

Summer 1

Relationships

Building positive, healthy relationships

Summer 2

Changing Me

Coping positively with change

Each piece (lesson) has a structure:

Connect us – to maximise social skills

Calm Me – to relax and quieten the children and their minds

Open My Mind – to enable the children to focus on their main activity

Tell Me or Show Me – introduces new information, skills and teaching approaches.

Let Me Learn – enables children to use new information in their play and existing learning.

Help Me Reflect – encourages reflection and evaluation about what they have learnt.

Closure – Gives children positive closure of the lesson.

We have chosen Jigsaw as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the Jigsaw scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment for all lessons. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the school's safeguarding procedures/Child Protection Policy which can be found on our school website. Whilst teaching Relationships and Health Education, we ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships and Health Education.

At Merton Infant School & Nursery, the **Trick Box** programme is to help pupils develop emotionally as well as academically. It helps build positive and happy life habits by giving children strategies for developing resilience and effective communication. It is a whole school, emotional management and personal development programme to support children's mental health.

Trick box is a set of cards or tricks. It has been created by educational psychologists to be a personal development programme which emphasises positivity and helps children and adults to develop important skills which will help them through their school years and later through their adult life.

Trick box aims to help individuals to:

- Recognise and manage self-emotions
- Develop mindful awareness and mind body connections
- 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.

It is all about communication, reading other people's body language and being able to express your feelings and to think out of the box and be autonomous in your decisions. All these skills will help the children to navigate their way successfully through many of life's social and personal situations.

The skills developed through the Trick Box programme aim to teach children to have an appreciation of equality, diversity, and justice by supporting them to:

- Interact appropriately with others at all levels
- Express their feelings
- Assert their opinions
- Ask for help
- Ask searching questions
- Think and reflect
- Resolve conflict
- Learn to lose
- Encourage others
- Be a team player

Emotional well-being is very important and must obviously come first. The behaviour promoted through the Trick Box cards also supports children's academic progress. The ideas behind the cards help children of all ages to develop a growth mind set, to take risks and find solutions rather than allowing setbacks to close down opportunities.

Success

1 I can learn anything I want to.

2 When I'm frustrated, I persevere.

3 I like to challenge myself.

Frustration

1 I'm either good at it, or I'm not.

2 When I'm frustrated, I give up.

3 I don't like to be challenged.

4 When I fail, I learn.

4 When I fail, I'm no good.

5 I like being told that I try hard.

5 I like being told that I'm smart.

6 If my classmates succeed, I'm inspired.

6 If my classmates succeed, I feel threatened.

7 My effort and attitude determine everything.

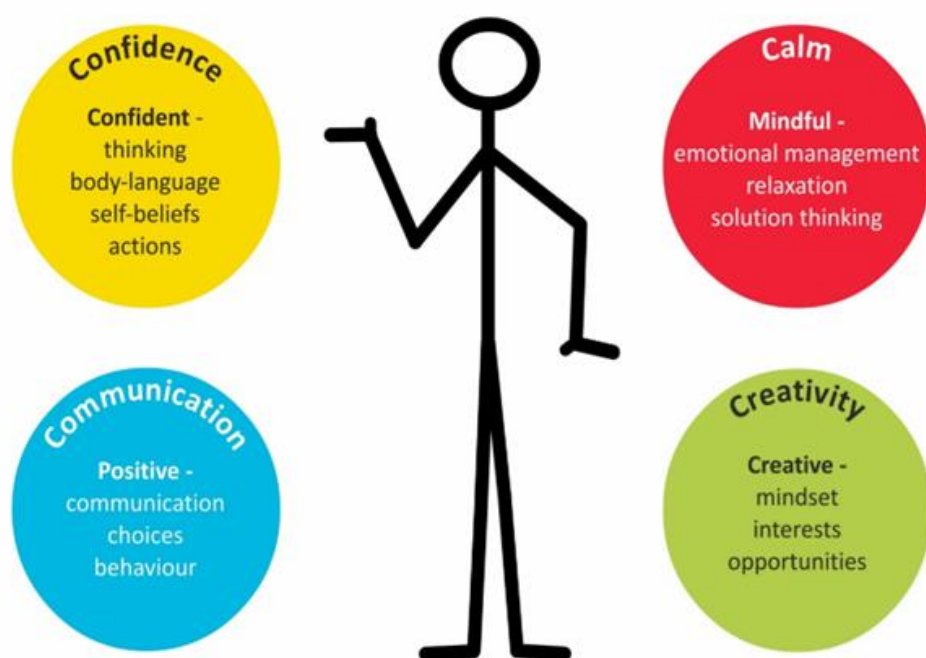
7 My abilities determine everything.

Trick box is a box of 24 cards. The first 6 cards are used in Early Years and the next 6 in KS1. The cards show a simple visual of a character, Drew, that is introduced in Early Years. Each of the cards fits into one of four key areas, known as the four C's. The areas are:

Confidence
Calm
Communication
Creativity

There are goals within each of the 4 C's

Trick Box outcomes are built around the positive life habits we all need to thrive.



Throughout their school journey, children develop self-coaching skills from their Trick Box to help them navigate through life. Teachers use these tricks in class.



Accept
Be
Choose
Do

Children's Letter Box Card

Accept

This is what's going on.
This is how I feel.

Be

I want it to be better.

Choose

What can I choose to do?

Do

Do it.

Teacher's Coaching Model

Accept

What's going on?
So, this is what's going on.
How does that make you feel?
So, this is how you feel.

Be

You want it to be better.
How could it be better?

Choose

What can you choose to do?

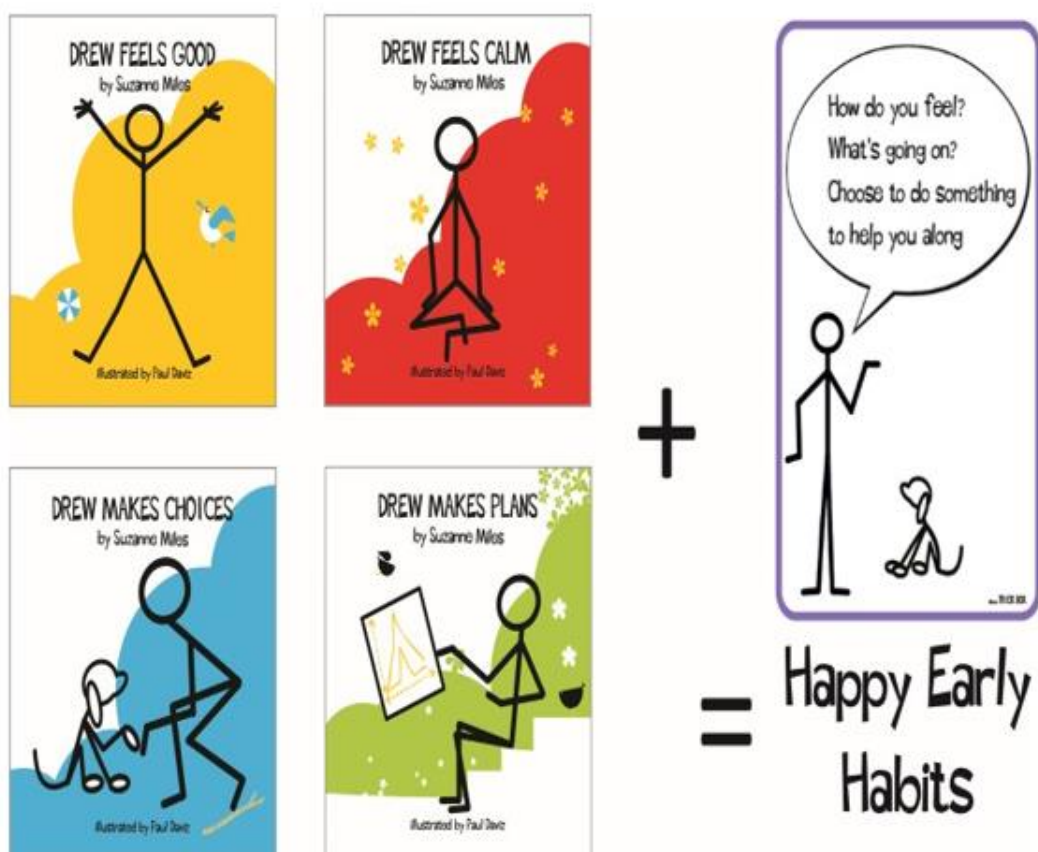
Do

Do it.

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The coaching model, Accept, Be, Choose and Do is used in any given situation where a child is up against a barrier or when things haven't gone as expected they can choose a card and think through how they could manage the situation and bring about change or compromise. These skills need to be taught and given time to practise.

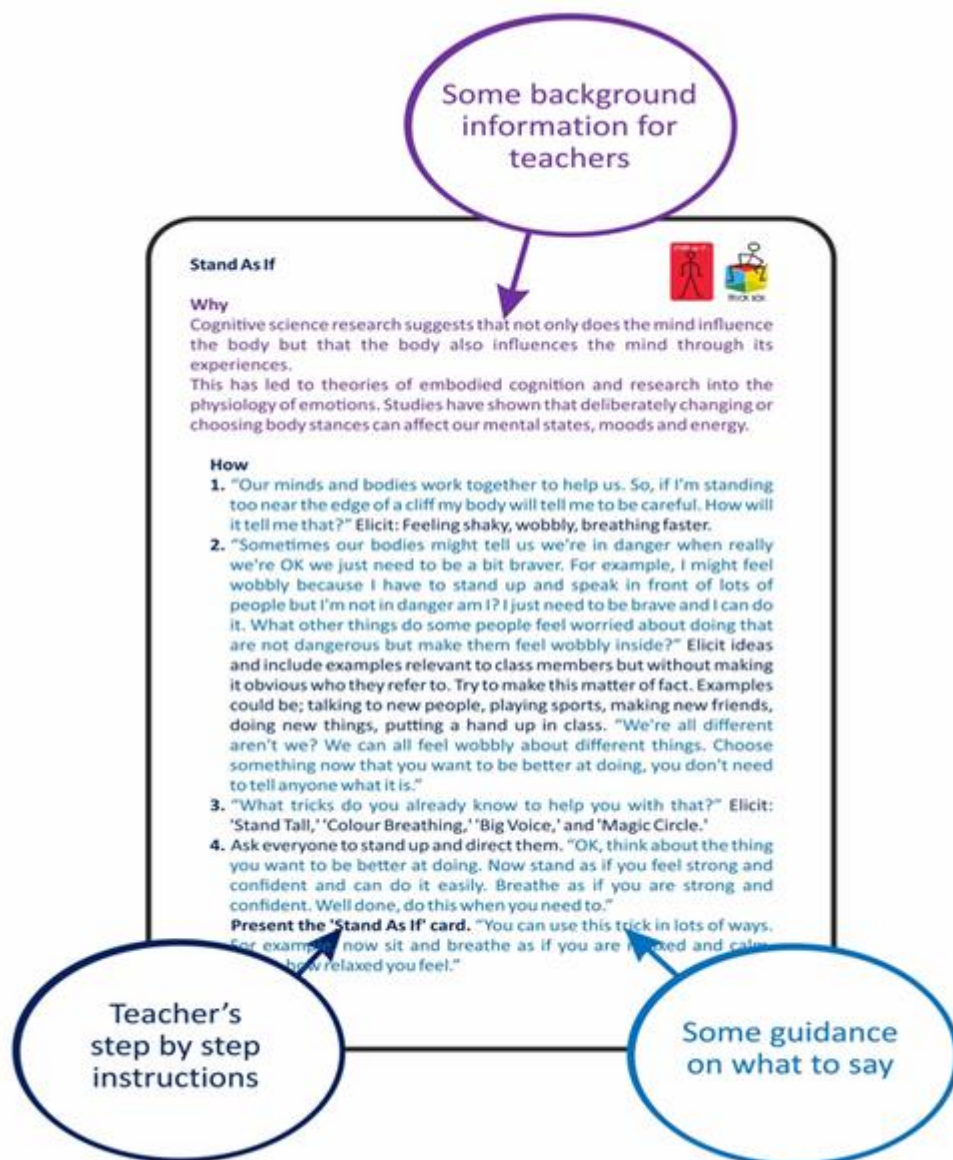
Trick Box begins in Early Years where the children are introduced to a simple character called Drew. Children develop life skills through engaging stories and extended activities which link to Early Learning Goals.



Each year group has their own timetable. The idea is that tricks can be practised from previous year groups and more added each year.



Tricks are initially taught in class by the teacher who holds up the big card which has cues on the back to help them understand what that particular trick is trying to achieve. The cards have been based on cognitive science and psychology, experts have condensed this into a simple visual format that children can understand and also put to practical use in their lives



To sum up Trick Box offers the personal skills we all need both to manage ourselves and take up positive life opportunities and thrive!

Both schemes used at Merton Infant School & Nursery encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside, then collaboratively with their peers. They 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.

Roles and responsibilities:

The Governing Body

The Governing Body will approve the Relationships and Health Education Policy and hold the Headteacher to account for its implementation. The Governing Body will ratify the school's policy for Relationships and Health Education and it will be published on the school website.

The Headteacher

The Headteacher is responsible for ensuring that Relationships and Health Education is taught consistently across the school and for managing requests to withdraw pupils. It is the responsibility of the Headteacher to ensure that staff and parents/carers are informed about the school's Relationships and Health Education Policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that staff are given sufficient

training, so they can teach effectively and handle any difficult issues with sensitivity. In accordance with the Education Act 1996

Teachers

Teachers are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils. Teachers do not have the right to opt out of teaching Relationships and Health Education. Teachers who have concerns about teaching Relationships and Health Education are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in Relationships and Health Education and, when discussing issues related to Relationships and Health Education, treat others with respect and sensitivity.

Monitoring and Evaluation

The RSE Lead will monitor and evaluate the planning and teaching of the school's Relationships and Health Education (RHE) and Personal, Social and Health Education (PSHE) curriculum, through lesson observations, learning walls and regular discussion and feedback with year group teams, teachers and pupils.

The Relationships and Health Education Policy has clear links with other school policies aimed at promoting children's SMSC development, including our Safeguarding Policy, Child Protection Policy, Health and Safety Policy, Anti-Bullying Policy, Special Educational Needs Policy and our Behaviour Management Policy. These can all be found on our website.

When lessons with 'sensitive themes' are being taught, parents will be made aware through the relevant year group newsletter.

We work closely with both Merton Nursery and Merton Junior School to make transition periods at the beginning and the end of the children's time with us as happy and seamless as possible.

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education.