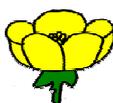


Goldfield Infants' and Nursery School



Relationships, Sex and Health Education Policy

Incorporating
Drug Education and PSHE Policies

Committee	Learning Matters
Next Review	Autumn 2023
Duration	3 years
Approved FGB	Autumn 2020

Aims of our RSHE policy

To teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults, in all contexts, including online.

To provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relationship to others.

To foster positive emotional and mental wellbeing and develop resilience and character fundamental to children's happiness, success and being productive members of British society.

Our RSHE policy is closely linked with the school vision and aims, which is to give our children roots and wings.



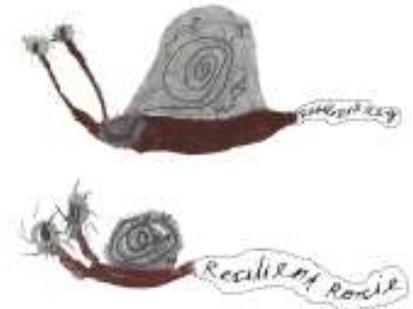
We endeavour to provide a safe, secure and healthy environment where children are encouraged to be independent and life-long thinkers and learners.





Where valuing diversity is central to achieving our overall aim. At the core of our RSHE is the child's belief in themselves to

- Achieve goals both academic and personal
- Stick to tasks to achieve those goals
- Recover from knock and challenging periods in their lives
- Be their own person and a unique individual
- Keep healthy and safe
- Communicate with both adults and children
- Make good decisions and be assertive
- Developing positive attitudes and values
- Extending personal and social skills
- Know how and where to gain information and support
- Participate in British society



Partnership with parents/carers

Much of a pupil's relationships education occurs within the family and the school's programme will complement and build on this in co-operation with homes. We will include and inform parents of the school's policy and curriculum intentions with regards to RSE and Health Education through year group curriculum preview leaflets, the website, annual new to year group parent talks and some homework activities.

A list of useful books, leaflets and website links is also provided on the school website to inform and support parents.

We will encourage parents to be involved in reviewing the policy and take seriously any issue that parents raise with teachers or governors and make modifications to the policy if necessary.

In our school we have made the decision to teach only the Relationships Education and Health Education and not the Relationships and sex education. Some of which is compulsory through the Science National Curriculum. Therefore, parents may not withdraw their child from the curriculum.

Inclusion and equality

At Goldfield Infants' and Nursery School we have a commitment to ensure that our programme is relevant to all pupils, where different children's abilities and special needs are taken in account as are children's different faiths and religions. RSE and HE is taught in a way that is age and stage appropriate.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.



In our School we focus on teaching RSE in the context of relationships using a variety of formal and informal opportunities and strategies.

We use a broad PSHE framework involving Hertfordshire Programme of Study, Building Learning Power (BLP), SHANARRI and TLC programmes. These combined strategies

encourage the children to talk about their feelings and concerns and build positive relationships.



Links with other policies

For specific details about possible related issues, please consider these other relevant school policies Inclusion, Confidentiality, Child Protection, Bullying, Internet safety, Mental Health and Wellbeing, PE and Science.

Staff training

All teachers and other staff members who are required to teach RSE will have relevant training and resources. All staff are involved in the revision of the school policy and the PSHE Lead will ensure staff are aware of changes, monitor coverage and progression and support the staff's CPD in both Relationships and Health Education.

Confidentiality and child protection

All staff members, who work with our pupils, take part in induction procedures which include safeguarding. They are given copies of policies including our School's Child Protection Policy and Safeguarding Policy (all policies are available on the website). Statutory training and annual safeguarding refreshers take place. Members of staff are also trained in Protective Behaviours. External agencies, clubs and parents are also provided with safeguarding information. If any member of our school community is concerned about something they have heard or something a child has disclosed to them this needs to be put onto Cpoms and referred to the DSL and DDSLs on the safeguarding team. Please refer to the Child Protection Policy.

Monitoring and Evaluation of RSHE including PSHE and Drug Education

Our Science and PSHE Co-ordinators will monitor teaching and learning according to our school's policy. Teaching staff evaluate the PSHE units of work in their half term reviews. Implementation will be monitored by the Headteacher and PSHE Co-ordinator and reported on to the Governing body.

Managing Difficult Questions

Our school teaches Relationships Education and Health Education, we choose not to teach sex education. However, primary-aged pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. In this case the child's question will be answered with sensitivity. The child's parent will be informed in case more questions come out at home. It may not be appropriate to respond straight away to a child and then the child's question will be respectfully acknowledged, with a promise to return to it later. The class teacher will then talk to the parents and discuss if they would like to answer, or if they would like the school to answer. We would always advise parents to give a little but honest information to directly answer a child's question and if they are not satisfied with the reply or need more information or clarification, they can ask further questions. We do not want to overload children with too much information that they are not ready for.

Healthy



Involvement in Hertfordshire Healthy School (HHS) Programme
We have an accredited National Healthy School Standard.

As a school we promote a healthy way of living to the children and encourage them to make good choices.

- PE is taught as a weekly session but physical activity is promoted at various points throughout the school day.
- Healthy food options are offered to the children and a balanced diet is discussed regularly.
- Drug education aims to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our teaching about drugs has the primary objective of helping children to become more confident and responsible young people. We teach children about the dangers to health posed by taking inappropriate drugs and the importance of taking medicines as prescribed by Health professionals. We aim to equip them with the social skills that enable them to be more informed about moral and social decisions in relation to drugs in society.
- Healthy minds is key to our philosophy at Goldfield and we encourage our children to talk and express their thoughts and feelings as well as giving times to mindfulness activities and yoga.

Organisation of Relationships Education and Health Education

These are not delivered in isolation but is embedded in all curriculum areas and topics. They are taught mainly in PSHE, science, PE, English, RE, assemblies and circle times. Through planned lessons in the curriculum as well as through wider school activities such as assemblies, visitors and outside clubs children are able to develop their ideas, knowledge and skills gradually and appropriately.

Lessons are taught by classroom teachers, teaching assistants and if appropriate by outside visitors such as healthcare professionals. Teachers have the main responsibility for the teaching in the classroom and they plan and liaise with other specialists to ensure our pupils receive an up to date and balanced programme.

We teach PSHE and citizenship in a variety of ways both as explicit PSHE lessons and across the curriculum. This includes stories, circle time and assemblies. Much of our PSHE is child-centred around friendships and concerns children are actually facing. We want the children to grow up in to responsible and respectful adults with a sense of British values and healthy wellbeing.

Although lessons are planned and taught explicitly many aspects of RSHE are implicit to all we do in school.

Pupils are:

- Taught about what a relationship is, what friendship is, what family means and who the people are who can support them.
- Taught how to take turns, how to treat each other with kindness, empathy, consideration and respect.



- Taught the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- Taught how to establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

- Taught in an age-appropriate way about respect, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.
- Taught explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.
- Taught explicitly the principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet.
- Taught how to be good friends and form strong and positive relationships with others and develop positive character traits and positive personal attributes to foster this.
- To understand the importance of self-respect and self-worth.
- Taught about rights and responsibilities.
- To develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- The children to take part in a range of practical activities that promote citizenship, e.g. charity fundraising, the planning of year group assemblies and involvement in an activity to help other individuals or groups less fortunate than themselves. We offer children the opportunity to hear visiting speakers.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Our children are encouraged to share their concerns and worries through a mutual respect with staff and peers. We turn take and listen to make sure everyone feels valued and listened to. The use of Talk boxes also gives the children another platform to share concerns and ask for help.

Many children who need extra emotional support are seen regularly by our nurture and wellbeing lead. These sessions take place in the squirrels' room and are either one to one or small group sessions.

These areas of learning represent a huge opportunity for us to guide and help our children's development. We can help them to support their own and others' wellbeing and attainment. Leading them to become successful and happy adults who make meaningful contributions to society.

Coverage and progression across the school

Early Years		As part of the Early Years Foundation Stage, children will learn about the concept of male and female and about young animals, including how they have grown from a baby. In ongoing PSE work, they develop self help skills and learn about why it is important to keep clean, healthy and safe. Pupils will also develop skills to form friendships and relationships with others like sharing and turn taking.		
		Autumn Term	Spring Term	Summer Term
Key Stage One	Year 1	<p>PSHE 'Good to be Me'</p> <ul style="list-style-type: none"> Class charter – expectations, how to work and play together Everybody's different Feelings and emotions Family Inclusion <p>'Relationships'</p> <ul style="list-style-type: none"> Belonging Family and community Friendship- how to be a good friend Kindness – Bucket filling TLC week – our superhero friends 	<p>PSHE 'Going for Gold'</p> <ul style="list-style-type: none"> Resolutions Learning strengths and weaknesses Setting realistic goals for ourselves Understanding how to be successful Resilience – Learning pits <p>'New Beginnings'</p> <ul style="list-style-type: none"> Friendship Belonging How can I manage my feelings when I try something new 	<p>PSHE 'Getting On and Falling Out'</p> <ul style="list-style-type: none"> Friendship People who are special to me Feeling angry or frustrated Being a good listener <p>'Change'</p> <ul style="list-style-type: none"> Dealing with changes at home Transition to a new year Sharing our feelings
	Year 2	<p>PSHE 'New Beginnings'</p> <ul style="list-style-type: none"> Friendship Belonging Compliments My feelings What makes me me? Filling our buckets Taking responsibility <p>'Getting On and Falling Out'</p> <ul style="list-style-type: none"> Friendship Family Feeling angry Falling out Kindness Listening to others TLC (anti bullying) Week 	<p>PSHE 'Going for Gold'</p> <ul style="list-style-type: none"> New Year Resolutions Target Setting Aspirations Aiming high Making Mistakes Resilience Learning Pits <p>'Good to be Me'</p> <ul style="list-style-type: none"> Feelings and emotions Being unique Inclusion Everybody's different 	<p>PSHE 'Relationships'</p> <ul style="list-style-type: none"> Recipes for friendship Conflict Kindness Empathy Loss and relationships Family Online <p>'Change'</p> <ul style="list-style-type: none"> Transition to Junior School Sharing worries Moving on Changing circumstances
Key Stage One cont.	<p>SCIENCE Living things and their habitats Animals including Humans Year 1 The children are taught to identify, name, draw and label the basic parts of the human body and say</p>			

which [art of the body is associated with which sense.

Recognise and compare similarities and differences between themselves and others.

Year 2

To know that Animals including Humans, have offspring which grow into adults.

To understand simple life cycles of plants and animals including human.

The children are taught to identify the basic needs of animals, including humans.

To understand the importance of exercise, a balanced diet, good hygiene and sleep habits.

Seasonal change – keeping ourselves safe in different weather. E.g. protecting yourself from the sun and prevent spreading germs through practices.

RE

The children learn to have an understanding of different faiths and beliefs. They build respect and tolerance for different religious practices and traditions. They learn good life lessons from Christian teachings too.

PE

The children will take part in regular physical activities like walk a mile and skip to be fit which run alongside our regular PE lessons on Gymnastics, games and dance.

They will be physically active for sustained periods of time and engage in competitive sports and activities.

BRAIN BREAKS

We give the children regular, mini, activity breaks and the opportunity to rehydrate. This helps them to refocus on what they are doing.

CIRCLE TIMES

The children will take part in circle times where they take turns, listen to and respect each other's views. To develop mental wellbeing and explore a variety of emotions

MATHS

Developing Economic education and wellbeing through MY Money Month activities

ENGLISH

Many of our English fiction texts are based around relationships, change and managing emotions such as the birth of a new baby, parties, loss, strengths and weaknesses, diversity etc.

INTERNET SAFETY

Computers, devices, apps and websites are used across the whole curriculum. We explicitly teach the children about what to do if they see something they don't like and how to keep themselves safe online. (See the Online Safety Policy.)

DRUG EDUCATION

The role of drugs as medicines

That all household products including medicines can be harmful if not used properly.

Appendices

Appendix 1-Expectations by the end of Primary

Appendix 2-Useful information and websites

Appendix 3-Procedures for Managing Incidents of Drug Misuse by Pupils

Appendix 1

Expectations by the end of primary

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Appendix 2

Useful Reading

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

Appendix 3

Procedures for Managing Incidents Of Drug Misuse In School

If an incident occurs involving the misuse of drugs the following explains the agreed procedures at our school.

At all times the safety of pupils and staff is paramount.

What to do in the event of finding a drug or suspected illegal substance

1. Take possession of the drug/substance and inform the Headteacher or if not available a member of the SLT.
2. In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
3. The person who discovered it and the witness should sign the package and store it in a secure place e.g. locked cupboard near the office.
4. Arrangements should be made to hand the package over to police.

Staff should not attempt to analyse or taste any found substance.

In the event of discovering a hypodermic needle the incident should be recorded and the following procedure should be followed to pick up the needle.

1. Do NOT attempt to pick up the needle.
2. Cover the needle with a bucket or other container.
3. If possible cordon off the area to make it safe.
4. Inform the Headteacher or if not available a member of the SLT.
5. Contact Environmental Health. Telephone (01442) 228455
6. Use gloves and grabbers to retrieve, if necessary and place in secure container.

What to do in the event of finding or suspecting a pupil is in possession of a drug.

1. Request that the pupil hand over the article(s)
2. Having taken possession of the article the procedure should be followed as above.

If a pupil refuses to hand over articles a search may be required – it should be noted that:

- Teachers can search school property i.e. trays and cupboards without permission.
- Teachers should not search pupils or personal possessions. An enforced search by staff could be interpreted as assault.
- As alcohol and tobacco are not illegal, they can be confiscated. The Head teacher will inform parents and discuss how the alcohol or tobacco is to be dealt with. If the Head teacher has concerns about this, Social Services will be informed.

If Medical Help is Required

Stay calm. Place the child in a quiet area. Do not leave them unsupervised.

(a) Provide first aid as necessary, minimise risk of pupil damaging him/herself or others. If a qualified first-aider is needed, send TWO pupils to the school office. In any instance it is advisable to send for a second member of staff.

AND/OR

b) Send for an ambulance. Arrange for appropriate adult to accompany pupil to hospital.

Report the incident to the Head teacher or member of the SLT.

Arrange for safe removal of drug-related litter in line with above.

Retain evidence (including vomit, for medical analysis) if at all possible.

The Head or member of the SLT should then:

Contact police for advice and/or involvement as necessary.

Inform parent(s) of incident and where applicable if police have been contacted.

Invite parent(s) to come to school/ hospital. At a later date the parents will be invited to discuss the matter with the Head teacher.

B. If Medical Help is Not Required

Send for Head teacher or member of the SLT.

Access another member of staff for assistance, always send two pupils.

Minimise risk of pupil damaging him/herself or others. Reasonable restraint may be necessary. Retain evidence (including vomit) if at all possible.

Pupil (and belongings) should be taken to a private room and supervised by two members of staff.

Arrange for safe removal of drug-related litter – see above.

(Remember the police may need to access it)

The Headteacher will then inform the pupil's parents of the incident.

IN BOTH CASES

Arrange for staff and other pupils involved to be interviewed, with witnesses, to establish the facts of the incident and obtain corroboration.

When talking to children it is important to remember the pupil's age and if necessary invite the pupil's parents to attend.

These sorts of incidents can be disturbing for pupils.

Records of these meetings must be kept.

Inform the Chair of Governors as soon as possible.

Arrange interview of pupil(s) concerned when recovered. Records must be kept and parents should be present.

Once investigation has finished, give consideration to the involvement of other agencies such as social work and disciplinary action.

It may be necessary to prepare a news statement for local press.

When to involve the police

There is no legal obligation for the school to contact police when a drug incident or offence has been discovered. Contacting the police is at the Headteacher's discretion.

In the event of a drug-related incident in the school, the school would co-operate with the police should they wish to search the premises. However the LA would be informed. A member of staff will accompany any search and any damage will be noted.

In the event of a serious incident, police may request to interview pupil(s).

Parent(s) must be notified. They may refuse to give consent or prefer the interview to take place in their own home, in which case the police will make arrangements. Parents may give authority for a responsible adult (e.g. teacher) to be present during the interview – the teacher is at liberty to refuse. However, when this authority is given the Headteacher will contact Social services to be present. If parents refuse to give consent, then Social Services will be informed.

Action Following an Incident of Drug Misuse

At all times the school will give due regard to the welfare of any pupil involved in such an incident. Action by the school is likely to focus on one or more of the following:

- Support for young children and those with limited understanding.
- A combination of support and discipline for pupils involved in experimenting with solvents, alcohol or controlled substances.
- Referral to the Police and/or Social Work for advice and guidance on handling the incident.
- Referrals to the Police and/or Social Work for direct action in serious cases.

Incidents of Parents/ Carers under the influence of Drugs on the School Premises

When dealing with parents/ carers under the influence of drugs on school premises staff should attempt to maintain a calm atmosphere and consider their own safety at all times.

On an occasion where a teacher may have concerns about discharging a pupil into the care of an adult, school will discuss with the parent if alternative arrangements can be made for another appropriate adult to accompany the pupil home.

The focus is always on the child's welfare as opposed to the moderation of the parent/s behaviour.

If necessary Staff will consider invoking child protection procedures and if the parent becomes violent or abusive, police may become involved.

Staff Conduct

The welfare of staff is of highest priority to the school. Should the need arise to support staff to address the professional, health and welfare of staff, appropriate occupational health advice and support will be offered as a matter of course.

Staff and Parental Responsibility

No member of staff should administer drugs/medicines on behalf of the parent/carer without the prior agreement of the Head, class teacher or office manager and in accordance with the administration of medicines in school section of the Health and Safety policy – see below:

Should staff need to keep over the counter medication or prescribed drugs for their own use in school, they have a responsibility to ensure they are kept in a place which children cannot access even inadvertently.