

Relationships and Health Education policy (from January 2020)

Roe Green Infant School

Approved & Adopted by:

Governing Board

Date: 27th January 2021

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Rev'd Natasha Woodward

Chair of Govs.....

Date.....

Reviewed 27th Jan 21
Reviewed 28th April 22
Reviewed 30th March 23- Changes made
Reviewed 28th Feb 24- No changes made

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Introduction

Roe Green Infant school considers that Relationships & Health education (RHE), is an integral part of the personal, social and health education (PSHE) and the citizenship curriculum. It is also linked to the science curriculum. The program is set within the moral framework and matched to the pupils' level of maturity.

The purpose of this policy is to act as a central reference point to inform school staff, parents, carers and health professionals of the schools' approach to RHE within PSHE. The RHE policy should be read in conjunction with the:

Child Protection & Safeguarding policy

Drugs & Alcohol policy

Behaviour policy

Vision

As a school our relationships education will put in place the building blocks needed for positive and safe relationships, including with families, friends and online.

1. Aims

The aims of relationships and health education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence in talking, listening and thinking about feelings in an empathic manner
- Meet the needs of all pupils
- Understand about the range of relationships, including importance of family for the care and support of children.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Install a strong sense of school community through our Proud to belong ethos
- Ensure that pupils know their rights to be protected and kept safe, understand potential dangers they could face, know when and who to ask for help when needed

2. Statutory requirements

As a maintained infant school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017, Equality act 2010 & Keeping children safe in education 2020](#)

In teaching RHE (RHE), we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We adhere to the Child Protection policy & Safeguarding Policy (Jan 23).

At Roe Green Infant School, we teach RHE as set out in this policy.

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3. Policy development

This policy has been developed in consultation with staff and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governors consultation – were invited to attend meetings to help formulate the policy
4. Parents were invited to a number of meetings to inform them about the policy
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHE is about the emotional, social, physical, moral and cultural development of pupils, and involves learning about relationships, respecting our bodies and boundaries, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with governors and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so the pupils are fully informed and don't seek answers online. All questions and comments will be dealt with sensitively. The teacher will inform parents if any comments or questions have arisen.

6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Respecting our bodies and boundaries
- Online relationships
- Being safe

For more information about our RHE curriculum, see Appendices 1 and 2.

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These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing body will approve the RHE policy, and hold the head teacher to account for its implementation.

7.2 The head teacher

It is the role of the head teacher to

- Ensure that parents and staff are informed about our RHE policy
- The policy is implemented effectively
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues sensitively
- ensure that RHE is taught consistently across the school
- manage requests to withdraw pupils from [non-statutory] components of RHE (see section 8).
- To monitor this policy on a regular basis and report to governors on the effectiveness of this policy

7.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE
- Conducting lessons in a sensitive manner, if a matter arises where a child is at risk, then the teacher will confide with the designated person for child protection or the head teacher.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the head teacher.

All staff are responsible for teaching RHE at Roe Green Infant school.

7.4 Pupils

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

7.5 Special Educational Needs Pupils

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Pupils with special educational needs will be given the opportunity to fully participate in RHE lessons, and a differentiated programme will be provided when necessary, to ensure all pupils gain a full understanding.

7.6 Equal Opportunities

RHE will be given to ensure quality access to all pupils, regardless of gender, race or disability, so giving equal opportunity and avoiding discrimination.

7.7 Parents

The school is well aware that the primary role in children's RHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RHE, but this is not taught in the Infant School.

9. Training

Staff are trained on the delivery of RHE as part of our continuing professional development programme.

The head teacher will also invite visitors from outside the school, such as school nurses or other health professionals, to provide support and training to staff teaching RHE.

10. Monitoring arrangements

The delivery of RHE is monitored by the PSHE faculty through long and medium term plans and parent questionnaires.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Jag Sidhu, SENDco, annually. At every review, the policy will be approved by the governing body.

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PSHE/RHE – Skills Progression

	Reception	Year 1	Year 2
Being Me In My World	<p>Know special things about themselves Know that some people are different from themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know that being kind is good</p> <p>Know they have a right to learn and play, safely and happily</p> <p>Identify feelings associated with belonging</p> <p>Identify feelings of happiness and sadness Skills to play cooperatively with others</p> <p>Be able to consider others' feelings</p> <p>Be responsible in the setting</p>	<p>Understand the rights and responsibilities of a member of a class</p> <p>Understand that their views are important Understand that their choices have consequences</p> <p>Understand their own rights and responsibilities with their classroom</p> <p>Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices</p>	<p>Identifying hopes and fears for the year ahead</p> <p>Understand the rights and responsibilities of class members</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p> <p>Recognise own feelings and know when and where to get help</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Recognise the feeling of being worried</p> <p>Be able to work cooperatively</p>

Celebrating Difference	<p>Know what being proud means and that people can be proud of different things Know that people can be good at different things</p> <p>Know what being unique means</p> <p>Know that families can be different</p> <p>Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know that they don't have to be 'the same as' to be a friend</p> <p>Know why having friends is important Know some qualities of a positive friendship</p> <p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for themselves and about others successes</p> <p>Identify some ways they can be different and the same as others</p> <p>Recognise similarities and differences between their family and other families</p> <p>Identify and use skills to make a friend Identify and use skills to stand up for themselves</p> <p>Recognise emotions when they or someone else is upset, frightened or angry</p>	<p>Know that people have differences and similarities</p> <p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know skills to make friendships</p> <p>Know that people are unique and that it is OK to be different</p> <p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Identify what is bullying and what isn't Understand how being bullied might feel</p> <p>Know ways to help a person who is being bullied Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>Know there are stereotypes about boys and girls</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p> <p>Know that friends can be different and still be friends</p> <p>Know where to get help if being bullied</p> <p>Know the difference between a one-off incident and bullying</p> <p>Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Explain how being bullied can make someone feel</p> <p>Can choose to be kind to someone who is being bullied</p> <p>Know how to stand up for themselves when they need to</p> <p>Recognise that they shouldn't judge people because they are different Understand that everyone's differences make them special and unique</p>
Dreams And Goals	<p>Know what a challenge is</p> <p>Know that it is important to keep trying Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p> <p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal</p> <p>Understand that challenges can be difficult</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Resilience</p> <p>Recognise how kind words can encourage people</p> <p>Feel proud</p> <p>Celebrate success</p>	<p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to work well with a partner Know that tackling a challenge can stretch their learning</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p> <p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Celebrate an achievement with a friend Recognise their own feelings when faced with a challenge</p> <p>Recognise their own feelings when they are faced with an obstacle</p> <p>Recognise how they feel when they overcome an obstacle</p> <p>Can store feelings of success so that they can be used in the future</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group working looks like Know how to share success with other people</p> <p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group Recognise how it feels to be part of a group that succeeds and store this feeling</p>

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Healthy Me	<p>Know the names for some parts of their body</p> <p>Know what the word 'healthy' means Know some things that they need to do to keep healthy</p> <p>Know that they need to exercise to keep healthy</p> <p>Know how to help themselves go to sleep and that sleep is good for them</p> <p>Know when and how to wash their hands properly</p> <p>Know what to do if they get lost</p> <p>Know how to say No to strangers</p> <p>Recognise how exercise makes them feel Recognise how different foods can make them feel</p> <p>Can explain what they need to do to stay healthy</p> <p>Can give examples of healthy food</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Can explain what to do if a stranger approaches them</p>	<p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease / illness Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know about people who can keep them safe</p> <p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p> <p>Keep themselves safe</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Recognise how being healthy helps them to feel happy</p>	<p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know what makes them feel relaxed / stressed</p> <p>Know how medicines work in their bodies Know that it is important to use medicines safely</p> <p>Know how to make some healthy snacks Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p> <p>Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong</p> <p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food Express how it feels to share healthy food with their friends</p>
Relationships	<p>Know what a family is</p> <p>Know that different people in a family have different responsibilities (jobs)</p> <p>Know some of the characteristics of healthy and safe friendship</p> <p>Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt</p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p> <p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can use different ways to mend a friendship</p> <p>Can recognise what being angry feels like Can use Calm Me when angry or upset</p>	<p>Know that everyone's family is different Know that there are lots of different types of families</p> <p>Know that families are founded on belonging, love and care</p> <p>Know how to make a friend</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know that physical contact can be used as a greeting</p> <p>Know about the different people in the school community and how they help Know who to ask for help in the school community</p> <p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means Can show skills of friendship</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p>	<p>Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve-it-together problem-solving methods</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p> <p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</p> <p>Can identify the negative feelings associated with keeping a worry secret Can identify the feelings associated with trust</p> <p>Can identify who they trust in their own relationships</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p>

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Changing Me

Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried
 Know that sharing how they feel can help solve a worry
 Know that remembering happy times can help us move on
 Can identify how they have changed from a baby
 Can say what might change for them they get older
 Recognise that changing class can illicit happy and/or sad emotions
 Can say how they feel about changing class/ growing up
 Can identify positive memories from the past year in school/ home

Know that animals including humans have a life cycle
 Know that changes happen when we grow up
 Know that people grow up at different rates and that is normal
 Know the names of male and female private body parts
 Know that there are correct names for private body parts and nicknames, and when to use them
 Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened
 Know that learning brings about change
 Understand and accepts that change is a natural part of getting older
 Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)
 Can express why they enjoy learning
 Can suggest ways to manage change e.g. moving to a new class

Know that life cycles exist in nature Know that aging is a natural process including old-age
 Know that some changes are out of an individual's control
 Know how their bodies have changed from when they were a baby and that they will continue to change as they age Know the physical differences between male and female bodies
 Know the correct names for private body parts
 Know that private body parts are special and that no one has the right to hurt these
 Know who to ask for help if they are worried or frightened
 Know there are different types of touch and that some are acceptable and some are unacceptable
 Can appreciate that changes will happen and that some can be controlled and others not
 Be able to express how they feel about changes
 Show appreciation for people who are older
 Can recognise the independence and responsibilities they have now compared to being a baby or toddler
 Can say what greater responsibilities and freedoms they may have in the future Can say who they would go to for help if worried or scared
 Can say what types of touch they find comfortable/ uncomfortable
 Be able to confidently ask someone to stop if they are being hurt or frightened Can say what they are looking forward to in the next year

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

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Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>
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