



THE MINSTER NURSERY AND INFANT SCHOOL

SCHOOL OF INSPIRATION

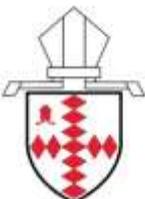
DETERMINATION HONOUR BELIEVE

PREPARING FOR A BRIGHT FUTURE WITH INNOVATIVE AND EXCITING LEARNING

Relationships and Health Education Policy

Reviewed on 22nd April 2021

To be renewed on or before April 2024



WE ARE A VOLUNTARY AIDED (VA) SCHOOL WITHIN THE DIOCESE OF SOUTHWARK

HEAD TEACHER: MRS STEPHANIE EDMONDS *B Ed HONS*



A: Impact Assessment summary for policy coversheets

Impact Assessment: Equality, Safeguarding, Health and Safety, Sustainability	
Overview: to be completed with a full impact assessment if required.	
Title of Activity/Policy:	New <input type="checkbox"/> or Revision <input type="checkbox"/>
Author and Date:	Expected Implementation Date: Review Date:
Equality and Diversity: Which of the characteristics may be impacted upon? If there is an impact, how has this been considered and mitigated against? What are the risks of proceeding? What are the benefits?	
Safeguarding: Are there any aspects of this proposal which could cause a student/member of staff/visitor to feel unsafe? If yes, how has this been considered and mitigated against? What are the risks of proceeding? What are the benefits?	Yes <input type="checkbox"/> or No <input type="checkbox"/>
Health and Safety Have any risks been identified? If yes, how has this been considered and mitigated against? What are the risks of proceeding? What are the benefits?	Yes <input type="checkbox"/> or No <input type="checkbox"/>
Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered and mitigated against?	Yes <input type="checkbox"/> or No <input type="checkbox"/>
Evidence: What evidence do you have for your conclusions? What consultation has taken place? How will you monitor the issues raised?	
Risk: Should this activity/policy result in an entry on the risk register (high/medium) or does it represent a low risk?	High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/>

Fruits of the Spirit

The Fruits of the Spirit underpin all that we do and we weave these Christian values into the fabric of our school ensuring that they underpin every thought, decision and action made.

This policy has been compiled mindful of these spiritual fruits to make sure they develop and sustain all aspects of school life at The Minster Nursery and Infant School.



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Appendix 1: Learning Objectives

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At The Minster Infants and Nursery School we teach Relationships and Health Education (RHE) according to this policy.



1. Aims

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

- To help each child value and respect their own and each other's worth:
“Every person in the school community is a child of God: so at the heart of Christian distinctiveness in schools is an upholding of the worth of each person.” (Valuing All God's Children, Church of England 2017 p11)
- To support pupils' mental health by providing diverse representations of families, so that all children are included and no child feels like an outsider.
- To provide opportunities and have high expectations for children from the Early Years, to acquire positive values and social skills in order to develop into confident and empathetic people.
- To provide a safe framework in which sensitive discussions can take place
- To use pupil and parent voice to guide the curriculum
- To help pupils understand the importance of health and hygiene
- To create a positive culture around issues of relationships
- To help our children recognise safe and unsafe scenarios
- That the values underpinning the RHE curriculum should be reflected in the whole school ethos.

2 Why is RHE being taught?

The curriculum for this topic was last updated in 2000. Since then, there have been huge changes in society and technology which mean there is a need to update the way we teach our children to negotiate the world in which they are growing up.

“It is right for schools to re-examine their curriculum and ethos regularly and to reflect on whether it continues to be fit for purpose.” (Mental Health and Wellbeing – Towards a Whole School Approach, Church of England 2018 p4)

Relationships education aims to equip children with the skills and knowledge they need in order to form happy, healthy relationships throughout their lives. Children will learn about friendships and families, how to stay safe online and in the real world, and how to seek help when they need to.

Health education helps children to make informed decisions about their health and wellbeing, to recognise when they or others may have problems, and to know where and how to get help.



3 Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

As we teach such young children we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In the context of an Infants School this is limited to the labelling of body parts and how people have babies which grow into adults. ***Please see Appendix 2 for more information about the science curriculum pertinent to RHE.***

The [Equality Act 2010](#) ensures that schools do not discriminate against pupils because of characteristics such as their family background or gender. We have a duty to guard against issues such as everyday sexism, misogyny, homophobia and gender stereotypes and to take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

From September 2020 Relationships Education will be compulsory in all primary schools in England and Health Education will be compulsory in all state-funded schools.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

4 Introduction and Definitions

In some schools this subject is called RSE (Relationships and Sex Education) or RSHE (Relationships, Sex and Health Education). As we are an infants school our children are too young for Sex Education and we have chosen to clarify this by calling the subject RHE (Relationships and Health Education).

However, it is important to point out that we do teach scientific names for body parts from Year 1, including some genitalia, as this is a statutory element of the Science Curriculum (please see Appendix 2 for more information).

We define **Relationships Education** as teaching children about positive relationships, with a focus on friendships, family relationships, and relationships with other children and with adults.

Children will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on early education, children will be taught how to take turns,



how to treat each other with kindness, how to show consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. 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 can 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).

Respect is taught in a way that young children will understand, in terms of learning about boundaries with regards to sharing space, toys, books and so on.

Relationships education will reflect the way that many children spend time online. They will start to learn about how to recognise unsafe behaviours online, such as the sharing of images or responding to contact from other people. Children will also learn about the differences between appropriate and inappropriate or unsafe contact, whether this is physical or online. This will build upon the input our children receive from Nursery via the NSPCC's P.A.N.T.S campaign (see Appendix 3 for more details.) This is a foundation for later learning about consent, which will take place at secondary school. Children will learn about positive emotional wellbeing and we will ensure that children know how to seek help if they feel they need to.

Health Education aims to teach children to understand physical and emotional wellbeing so they can make good decisions about their health. It will allow them to recognise what is normal for them and when to seek help. Children will learn how physical and emotional health are linked and can affect each other.

Children will learn about ways to develop their self-control and their abilities to make decisions. They will be taught about ways to respond positively to setbacks or challenges. They will also be helped to overcome prejudice and stigma around health issues, especially those connected with mental health.

All lessons will be delivered in an age-appropriate way, using carefully selected resources and lesson plans.

5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. We will embed British Values within the RHE curriculum wherever possible (Please see Appendix 4 for a link).



Sometimes it may be necessary to deliver a topic earlier than planned in response to children's needs – for example, if there is a need to respond to local or national events that are causing concern

As a school we have decided that we also need to ensure that we prioritise:

Gender Stereotypes.

To address these as they arise and have images displayed in the environment to challenge conventions and promote conversation.

Diversity and Inclusion:

To ensure that we are reading texts, display images and have real life items available for children to play with, that reflect the rich diversity of our children's backgrounds.

We have and will continue to look into the PHE statistics of the local area to inform our teaching.

We have consulted with parents and pupils during the development of our curriculum and ensured that his is reflected in our teaching and curriculum.

Parental Feedback

Parental priorities for addressing in RHE were: 1) Expressing and understanding emotions 2) Keeping safe online and in the real world 3) Understanding prejudice, discrimination and consent

Pupil Feedback

Our children's are centred around the environment and finding ways of tackling pollution in our local area and the wider world.

Key Stage 1

The curriculum has been developed using the PSHE Association planning, but adapted to the needs of our children and school. The long term plan for Years 1 and 2 can be viewed here > https://docs.google.com/document/d/1ImPfYAAxMK1wgg-KTozIbqJ6Xb3HC_Gt_qckNKRmNsw/edit?usp=sharing

More detailed planning for these topics can be viewed here > https://docs.google.com/document/d/1Z_0V7L_2CcUgqaFPwUyLgVlzfG6C_pixkKAJV5WQ/edit?usp=sharing

Please refer to Appendix 1 for a full list of statutory RHE objectives up to the end of Year 6.

Early Years



Even though RHE is not statutory in the Early Years we believe that it is essential to introduce the core ideas from the earliest years at an age appropriate level.

By the end of Reception we would like children to be able to:

- To manage their own hygiene and belongings whilst at school.
- To show an understanding of good sleep routines.
- To show an understanding of road safety.
- To become a confident learner.
- To show determination to complete a goal.
- To show resilience in the face of challenge.
- To make good choices using their knowledge of right and wrong.
- To know what makes a good friend
- To show empathy to others.

6 Roles and responsibilities

The governing board

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school

Staff

RHE will be delivered by class teachers. We believe that this is the most effective mechanism because:

- Teachers are likely to have a good knowledge of the class and their backgrounds, and can therefore tailor the lessons to best meet the children's needs
- Delivery by teachers means that the themes of RHE can be reinforced across all parts of the curriculum, thus ensuring that children receive constant and consistent messages
- Teachers can quickly identify children who need more help with an aspect of the subject, or who may be vulnerable and need additional support
- All staff will be responsible for helping to deliver the whole school ethos underpinning the RHE curriculum.



We may sometimes invite external agencies to deliver specific lessons or activities. Parents and carers will be informed when this is planned and given all necessary information about the proposed sessions.

7 Monitoring Arrangements

The delivery of RHE is monitored the Subject Leader by different methods including: gathering pupil voice, planning scrutinies and learning walks.

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

This policy will be reviewed by the Subject Leader annually. At every review, the policy will be approved by the Head teacher and Governing Body.

8 Right to withdraw children from lessons

There is no right to withdraw from Relationships education, or from Health education. This is because the topics covered, such as respect, safety and friendships are essential if children are to grow up into happy and healthy adults.

There is also no right to withdraw from the science component of the national curriculum.

9 Review and consultation

This policy will be reviewed every year. It will be reviewed by the governing body and the headteacher, in consultation with parents and staff. This will mostly likely be done through the school website.]



10 Date and signatures

Approved by: [Name] Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]



Appendix 1

Relationships, Sex and Health Education – learning objectives (All Primary KS1 and KS2 objectives currently listed)

Families and people who care for me

- 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.

Caring friendships

- 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

- 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



- 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.

Staying safe

- 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.

Health education

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved with the right support

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.



- why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco (Very limited teaching in KS1)

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and wellbeing

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

The changing adolescent body (Not taught in KS1)

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.



Appendix 2

The Science national curriculum requires schools to teach the following topics:

- **Year 1 – the names of parts of the body, and which part is associated with which sense.**
(*Vocabulary to include: penis, testicles and vulva*). This vocabulary has been decided in a 2016 joint policy statement between the Association of Science Education and the PSHE Association.

Here is a link to the joint statement, if you wish to read about this in more detail:

<https://www.pshe-association.org.uk/system/files/Joint%20briefing%20on%20Human%20Development%20and%20Reproduction%20in%20the%20Primary%20Curriculum.pdf>

- **Year 2 – how animals, including humans, have babies which grow into adults; and the importance of exercise for humans, eating the right amounts of different types of food, and hygiene**



Appendix 3

Our children are introduced to the NSPCC's P.A.N.T.S campaign from Nursery and this is reinforced in all other year groups. Biological names for genitalia are introduced within this context from Year 1 (after the children have been taught these terms as part of the Science curriculum – see Appendix 2).

Parents will be contacted in Nursery prior to the introduction of this campaign.

More information about P.A.N.T.S can be found here: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>



[Appendix 4](#)

British Values guide for parents > <https://drive.google.com/file/d/1d25zX-gXzAmlq0eUvPQ1ruCWo6wYTBeg/view?usp=sharing>