



Woodgrange Infant School

Relationship and Health Education (RHE) Policy

Person responsible for RHE in school: Sarah Soyler

Approved by the Governing Body: March 2024

Review Date: 2025

Maintained infant schools in England and Wales have a legal responsibility to:

- Teach children about Relationships and Health education, alongside National Curriculum Science
- Have a written policy for RHE
- Ensure that any RHE is embedded in Personal, Social, Health and Economic (PSHE) education
- Promoting the development of tolerance and respect for others, regardless of race or gender and ensure that all learners have equality of opportunity.

Our Aims and objectives for RHE:

- To teach high quality, age appropriate, pupil-sensitive, evidence-based RHE.
- To demonstrate a respect for the law and all communities that call Newham home.
- To help pupils to learn about themselves and the world they live in.
- To help children reach their own informed views and choices for a healthier lifestyle
- To give them the skills, understanding and information they need for life.

- To help them stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives.
- To develop respect and care for others and themselves
- To develop skills relevant to effective management of relationships e.g. communication, empathy towards others, decision-making, seeking help and helping others.

Why are we teaching RHE?

- Our children are growing up in an increasingly complex world with new opportunities but also new challenges.
- We as a school would like our pupils to flourish in the world they find themselves in and present a curriculum which gives them the skills and knowledge to do that.
- RHE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
- RHE is a statutory requirement for all primary schools in England. The teaching of RHE at Woodgrange Infant school is informed by the law, National RHE guidance and the National Curriculum set out by the DFE as well as, the school ethos and policies already developed. See Appendix for documents that have been taken into consideration when preparing this policy.

When will RHE be taught?

- During science/computing/PSHE
- During book based learning (core book)
- End of the day story time
- Circle time activities
- PE sessions
- Mindfulness

What is taught in each year group?

Reception There is a statutory curriculum for the Foundation Stage that must be taught in all maintained schools. The following parts of the statutory Foundation Stage Curriculum have links with RHE.

<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> ● Children play cooperatively, taking turns with others. ● They take account of one another’s ideas about how to organise their activity. ● They show sensitivity to others’ needs and feelings ● Form positive relationships with adults and other children.
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	<ul style="list-style-type: none"> ● Children talk about how they and others show feelings. ● Talk about their own and others' behaviour and its consequences. ● To know that some behaviour is unacceptable ● They work as part of a group or class and understand and follow the rules.
Communication and Language	<ul style="list-style-type: none"> ● Children follow instructions involving several ideas or actions. ● They answer 'how' and 'why' questions about their experiences and in response to stories or events.
Physical Development	<ul style="list-style-type: none"> ● Children know the importance for good health of physical exercise and a healthy diet. ● Talk about ways to keep healthy and safe. ● They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Knowledge and Understanding of the World	<ul style="list-style-type: none"> ● Children know about similarities and differences in relating to places, objects, material and living things. ● They talk about the features of their own immediate environment and how environments might vary from one another. ● They make observations of animals and plants and explain why some things occur, and talk about changes.

National Curriculum Science in KS1

The National Curriculum for Key Stage 1 is statutory and must be taught in all maintained schools. The National Curriculum for Science includes teaching about the external parts of the body and the changes to the human body as it grows from birth to old age.

The Science Programmes of Study includes the following:

Year 1	Year 2
<ul style="list-style-type: none"> ● Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> ● Notice that animals, including humans, have offspring which grow into adults ● Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

* There continues to be no right to withdraw from National Curriculum Science

Computing

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- That for most people the internet is an integral part of life and has many benefits

Health Education

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources. In primary school, children just need the basics – the correct terms for body parts and when taught in an age-appropriate manner, is in essence just a factual lesson.

Lesson content will include:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">● That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness)● The 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 to use when talking about their own and others' feelings.
Physical Education	<ul style="list-style-type: none">● Able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.● To understand the mental and physical benefits of an active lifestyle.
Healthy eating	<ul style="list-style-type: none">● The characteristics of a poor diet and risks associated with unhealthy eating, for example tooth decay.
Health and prevention	<ul style="list-style-type: none">● Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.● Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist● The importance of sufficient good quality sleep for good health and that a lack of sleep can affect our ability to learn.

*There is no right to withdraw from Health Education

Relationship Education

The focus in schools should be teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

The ‘Relationships’ element of RHE is compulsory and parents are not able to withdraw from these lessons. The content of these lessons is very much around friendships, families, love and communities. The lessons will not be teaching anything other than respect, kindness and inclusivity.

Children see on a daily basis, families who often will not look like that of their own family. Families exist in so many forms and it is that diversity that they will be already familiar with e.g. single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers. The fact is that our society is made up of wonderful families who for whatever the set-up, love their children and support them.

In school, friendships and relationships are on-going: fallouts occur, disagreements happen and we have to allow children to recognise their feelings in relation to certain situations. Children have to understand how their own actions can affect others and vice-versa. RHE provides children with the skills to recognise how they feel within situations and to know that sometimes we may feel upset or angry as long as we deal with this appropriately in a way we can manage and more importantly recognise.

Families and people who care for us	<p>Pupils should know</p> <ul style="list-style-type: none"> ● That family is important for children growing up because they can give love, security and stability. ● 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.
Caring friendships	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends. ● That healthy friendships are positive to 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 and how to seek help or advice from others, if needed
Respectful Relationships	<ul style="list-style-type: none"> ● 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 importance of self-respect and how this links to their own happiness.

	<ul style="list-style-type: none"> ● 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.
Being safe	<ul style="list-style-type: none"> ● 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. ● Explain the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ● How to report concerns or abuse and the vocabulary and confidence needed to do so. ● Where to get advice e.g. family, school and/or other sources.

*There is no right to withdraw from Health Education

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RHE and any disclosures or issues arising as part of RHE will be dealt with in line with our safeguarding policy.

The Department for Education has also published non-statutory guidance for schools about what should be covered in Personal, Social, Health and Economic Education (PSHE). This includes the following:

- The names of the main parts of the body
- The process of growing from young to old and how people's needs change
- Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe
- Recognise how their behaviour affects other people
- Listen to other people, and play and learn cooperatively
- Identify and respect the difference and similarities between people
- That family and friends should care for each other
- That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

Inclusion

The RHE policy reflects and is in line with our schools' equal opportunities policy and the school ensures that the RHE teaching programme is inclusive, appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use

of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Equality

- The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty 2014: schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)
- The delivery of the content of RHE will be made accessible to all pupils, including those with SEND.
- Woodgrange celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our Relationship Education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Woodgrange Infant school a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Monitoring, Evaluating and Assessing

We ensure that all pupils have equal access to the RHE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, age and personal circumstances.

Class teachers assess pupils' understanding and progress through formative and summative processes. These included drawings, task outcomes, questioning and observation.

Any queries about this policy should be addressed to Monica Secretan

Appendix

Documents taken into consideration when preparing this policy:

- Statutory guidance on RHE 2019. *Relationship Education, Relationships and Sex Education and Health Education Statutory Guidance for the governing bodies, proprietors, head teachers, senior leadership teams and teachers*
- Equality Act 2010 and The Public Sector Equality Duty 2014
- School Ethos and educational aims
- The teaching of RHE in Woodgrange is delivered within and influenced by all relating school policies
 - Behaviour policy
 - Anti-bullying policy
 - Equality policy and statement
 - Safeguarding/Child Protection policy

-Health and safety policy