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## Relationships and Health Education (RHE) Policy

### Aims

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

- Provide a framework in which sensitive discussions can take place
- Promote the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships, families and keeping safe.
- Teach students the correct vocabulary to describe themselves and their bodies

### Statutory requirements

As a Nursery and Infant academy school we must provide relationships and health education to all students as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of human development education contained in the science curriculum.

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

At this school we teach RHE as set out in this policy.

### Policy development

This policy has been developed in consultation with staff, students and parents and approved by the Trust Education Committee. The consultation and policy development process involved the following steps:

1. Review – The Trust Head of Legal reviewed all relevant information including relevant national and local guidance to produce a draft template. This was reviewed by the Trust Education Executive Team and then approved by the Trust Education Committee.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were sent information about the policy and were invited to ask questions and make comments
4. Student consultation – we investigated what exactly students want from their RHE
5. Ratification – once amendments were made in light of the consultations, the policy was shared with senior Trust staff and the Local Governing Body and ratified

## Definition

RHE is about the emotional, social and cultural development of students, and involves learning about relationships, health, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing information and exploring issues and values. RHE is not about the promotion of sexual activity. The programme is designed to help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Pupils will be given accurate information and helped to develop skills to enable them to understand differences and respect themselves and others, and also for the purpose of preventing and removing prejudice.

## 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 parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

\*\*Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

\*\*At Mount Street Academy, we only educate up to KS1. Therefore, teaching is limited to early information about the human body, including the correct vocabulary for genitalia. Pupils will also be taught about family diversity. Pupils will not learn about sexual relationships in KS1.

For more information about our curriculum, see our curriculum map in Appendix 1.

## Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Other aspects are also included in Religious Education (RE) and Computing.

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
- Online relationships
- Being safe

RHE is taught through a range of teaching methods and interactive activities including, circle time, assemblies and PSHE lessons. Throughout Key Stage 1, the school follows the Jigsaw scheme of work. PSHE lessons and circle time sessions are adapted to suit the needs of the children as necessary. Pupil voice will be considered when reviewing content and planning for future learning. Aspects of RHE are also taught through other subjects, such as computing, where children learn about the importance of being safe online. Children are taught discrete online safety lessons where they learn such things like the importance of not sharing information online and what they must do if they come across something online that they are unsure of. The National Curriculum Programme of Study states that by the end of

KS1 children will know how to 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. Our Computing curriculum also includes the following in relation to online safety:

NOTE: E-safety should be incorporated in all sessions/subjects when using information technology.

- Develop sensitivity to others online, treating them with respect and showing respect for their privacy.
- Know how to report a worry and talk to teachers or parents about any concerns they have.
- Identify devices that can be used to search the internet
- Identify obviously fake information in a variety of contexts.
- Identify personal information that should be kept private
- Understand rules around e-safety
- Identify when inappropriate content is accessed
- Recognise that a variety of devices can be used to connect to a number of people
- Consider other people's feelings on the internet

Throughout our curriculum we ensure that other cultures, ethnicities and religions are entwined. We also ensure that we have a whole school focus on diversity in which we celebrate the rich cultures within our own community and beyond.

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).

The RHE curriculum is outlined in Appendix 1, however teachers will adapt where necessary.

## Roles and responsibilities

### The Trust Education Committee

The Trust Education Committee 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

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress

- Responding to the needs of individual students

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 headteacher.

At Mount Street Academy, the curriculum responsibility of RHE delivery in school is Ruth Webster, overseen by Kelda Parker (Curriculum Lead). Our designated safeguarding lead in school is Ruth Stephenson, supported by Rachael Horn (Head Teacher) and Sam Coy (Executive Head). Ruth Webster works closely with colleagues to ensure that delivery and intent, implementation and impact of RHE in school is of a high quality for all stakeholders.

### **Students**

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

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. As Mount Street is an infant school, the teaching of relationships and health education is compulsory. Students will learn the Sexual Relationships aspect further on in Primary School.

### **Training**

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

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

### **Monitoring arrangements**

The delivery of RHE in our school is monitored by Ruth Webster, PSHE and SMSC Lead through:

- Learning walks
- Looking at examples of pupils' work
- Staff questionnaires
- Pupil voice
- Parent questionnaires

Students' development in RHE is monitored by class teachers and teaching assistants as part of our internal assessment systems.

This policy will be reviewed by the Trust every two years. At every review, the policy will be approved by the Trust Education Committee.

## Appendix 1: Relationships and sex education curriculum map

Year group	Term	Topic/theme details	Resources
Reception	Autumn 1	<p>‘Magical Me’ - Activities:</p> <ul style="list-style-type: none"> <li>• Bucket Fillers</li> <li>• Making friends</li> <li>• Sharing</li> <li>• Following our Dream Team values.</li> <li>• Circle times- Growth mindset</li> <li>• ‘Achievosaurus’</li> <li>• Weekly assemblies to promote values and ‘achievosaurs’</li> <li>• Rewards</li> <li>• New Beginnings</li> </ul>	<p>Personal, Social and Emotional Development is a Prime area within the EYFS. Teachers will use the ‘Development Matters’ document where necessary.</p>
Reception	Autumn 2	<p>‘Light and Dark’ – Activities:</p> <ul style="list-style-type: none"> <li>• School code</li> <li>• Forming positive relationships</li> <li>• Anti-bullying week</li> <li>• Getting on/falling out</li> <li>• Ice Challenge</li> <li>• Circle times- Growth mindset</li> <li>• Weekly assemblies to promote values and ‘achievosaurs’</li> </ul>	<p>Within EYFS, PSED happens through continuous provision, child-initiated and adult-initiated learning and is always taking place within the classroom, not just during circle time sessions.</p>
Reception	Spring 1	<p>‘Dinosaur Detectives’ – Activities:</p> <ul style="list-style-type: none"> <li>• School code</li> <li>• Understanding differences</li> <li>• Circle times- Growth mindset</li> <li>• Team challenges</li> <li>• Weekly assemblies to promote values and ‘achievosaurs’</li> </ul>	<p>Suggested books from Jigsaw:</p> <p>Hands Are Not for Hitting by Martine Agassi</p>
Reception	Spring 2	<p>‘Step into a Story/Growing’ – Activities:</p> <ul style="list-style-type: none"> <li>• School code</li> <li>• Talking in familiar groups</li> <li>• Relationships</li> <li>• Weekly assemblies to promote values and ‘achievosaurs’</li> </ul>	<p>Not Hitting Henry by Lisa Regan</p>

Year group	Term	Topic/theme details	Resources
Reception	Summer 1	'Animal Magic' – Activities: <ul style="list-style-type: none"> <li>• School code</li> <li>• Negotiating changes</li> <li>• Smartie Challenge</li> <li>• Weekly assemblies to promote values and 'achievosaurs'</li> </ul>	Dogger by Shirley Hughes  Naked Trevor by Rebecca Elliot

Reception	Summer 2	<p>'Hopes and Dreams' – Activities:</p> <ul style="list-style-type: none"> <li>• School code</li> <li>• Transition</li> <li>• Moving on</li> <li>• Circle times</li> </ul>	<p>Barry the Fish with Fingers by Sue Hendra</p> <p>The Family Book by Todd Parr</p> <p>The Huey's in the New Jumper by Oliver Jeffers</p> <p>The Dog and the Dolphin by James B Dworkin</p> <p>Love Monster by Rachel Bright</p> <p>Don't Worry Hugless Douglas by David Melling</p> <p>The Jungle Run by Tony Mitton</p> <p>Never Talk to Strangers by Irma Joyce</p> <p>Not Everyone is Nice by Frederick Alimonti</p> <p>Mable and Me by Mark Sperring</p> <p>George and Martha – The Complete Stories of Two Best Friends by James Marshall</p> <p>Look Inside Your Body by Louie Stowell</p> <p>I Wonder Why Kangaroos Have</p>
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Year group	Term	Topic/theme details	Resources
			<p>Pouches by Jenny Wood</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>Huge Bag of Worries by Virginia Ironside</p>
Year 1	Autumn 1	<p>Being Me in My World:</p> <ul style="list-style-type: none"> <li>• Feeling safe and special</li> <li>• Feeling proud</li> <li>• Understanding choices</li> <li>• Rights and responsibilities</li> <li>• Consequences</li> </ul>	<p>Jigsaw is the resource used throughout the whole of Key Stage 1.</p> <p>Suggested books from Jigsaw:</p>
Year 1	Autumn 2	<p>Celebrating Differences:</p> <ul style="list-style-type: none"> <li>• Making friends</li> <li>• Understanding bullying</li> <li>• Differences</li> <li>• Understanding how we are unique</li> <li>• Feelings</li> <li>• Similarities</li> </ul>	<p>Frog and Toad are Friends by Arnold Lobel</p> <p>We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury</p>
Year 1	Spring 1	<p>Dreams and Goals:</p> <ul style="list-style-type: none"> <li>• Setting goals</li> <li>• Understanding how to achieve a goal</li> <li>• Feelings of success and celebration</li> <li>• Facing challenges</li> </ul>	
Year 1	Spring 2	<p>Healthy Me:</p> <ul style="list-style-type: none"> <li>• Healthy and unhealthy choices</li> <li>• Keeping clean</li> <li>• Medicines</li> <li>• Road safety</li> <li>• Identifying ways to keep the body healthy</li> </ul>	



Year group	Term	Topic/theme details	Resources
Year 1	Summer 1	Relationships: <ul style="list-style-type: none"> <li>• Families</li> <li>• Making friends</li> <li>• Greetings – physical contact</li> <li>• People who help us</li> <li>• Recognising qualities</li> <li>• Celebrating special relationships</li> </ul>	
Year 1	Summer 2	Changing Me: <ul style="list-style-type: none"> <li>• Life cycles</li> <li>• Changing me</li> <li>• My changing body</li> <li>• Boys’ and girls’ bodies</li> <li>• Learning and growing</li> <li>• Coping with changes.</li> </ul>	
Year 2	Autumn 1	Being Me in My World: <ul style="list-style-type: none"> <li>• Hopes and fears</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Working co-operatively</li> <li>• Choices</li> </ul>	
Year 2	Autumn 2	Celebrating Differences: <ul style="list-style-type: none"> <li>• Boys and girls</li> <li>• Differences and similarities with boys and girls</li> <li>• Bullying</li> <li>• Standing up for oneself and others</li> <li>• Gender diversity</li> <li>• Celebrating differences and still being friends</li> </ul>	
Year 2	Spring 1	Dreams and Goals: <ul style="list-style-type: none"> <li>• Goals to success</li> <li>• My learning strengths</li> <li>• Learning with others</li> <li>• Teamwork to solve problems</li> <li>• Feelings</li> <li>• Celebrating our achievements</li> </ul>	

Year group	Term	Topic/theme details	Resources
Year 2	Spring 2	Healthy Me: <ul style="list-style-type: none"> <li>• Being healthy</li> <li>• Being relaxed</li> <li>• Medicine safety</li> <li>• Healthy eating</li> <li>• Understanding which food is good for me</li> </ul>	
Year 2	Summer 1	Relationships: <ul style="list-style-type: none"> <li>• Families</li> <li>• Keeping safe – exploring physical contact</li> <li>• Friends and conflict</li> <li>• Understanding keeping secrets</li> <li>• Trust and appreciation</li> <li>• Celebrating special relationships</li> </ul>	
Year 2	Summer 2	Changing Me: <ul style="list-style-type: none"> <li>• Life cycles</li> <li>• Growing from young to old</li> <li>• My changing body</li> <li>• Differences between boys' and girls' bodies</li> <li>• Assertiveness</li> <li>• Looking ahead – changes</li> </ul>	

There is also a set of books in school that are available for teaching staff to use, should they be applicable for their circle time sessions:

Only One You by Linda Kranz

The Hueys in The New Jumper by Oliver Jeffers

My Princess Boy by Cheryl Kilodavis

The Whisperer by Nick Butterworth

Dogs Don't Do Ballet by Anna Kemp and Sara Ogilvie

We're all Wonders by R.J Palacio

The Odd Egg by Emily Gravett

Ten Little Pirates by Mike Brownlow and Simon Rickerty (EYFS)

Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees

Dreams of Freedom (Year 2)

Max The Champion by Sean Stockdale, Alexandra Strick and Ros Asquith

King and King by Kinda de Haan and Stern Nijland

Mommy, Mama and Me by Leslea Newman

On the Way Home by Jill Murphy

The Koala Who Could by Rachel Bright and Jim Field

Feelings by Libby Walden and Richard Jones

Have You Filled a Bucket Today? A guide to daily happiness for Kids by Carol McCloud

How are you feeling today? By Molly Potter

## Appendix 2: By the end of primary school students should know

**NB:** Mount Street Academy is an infant school, and although the below topics will be covered by the end of KS1 and the children will be taught the different elements, they will cover these topics further and in more depth when they move into KS2.

Topic	Students should know
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> </ul>

Topic	Students should know
	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Source

These expectations are set out in the Department for Education’s [guidance for schools on relationships education, RSE and health education](#).

