


Marwood Church of England VC Infant School



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Signed Chairman of Governing Body	

Relationships and Health Education Policy (RHE)

Marwood School is a Church of England Voluntary Controlled Infant School where the Christian Ethos is central to the life of the school community. Our Vision Statement reflects those Christian values.

Introduction

It is a statutory requirement that schools have a written policy on Relationships and health education. References will be made throughout this policy on the inclusion of PSHCE which is non statutory.

In line with the revised DfE statutory guidance (*Relationships and Sex Education, RSE, and Health Education, DfE, 2019*) from September 2020 Relationships and Sex Education (RSE) and Personal, Social, Health and Citizenship Education (PSHCE) must be taught in all schools throughout the United Kingdom. **Although historically this has not been a statutory requirement, our school has always held that quality first teaching in these areas is of vital importance to the development of our children.**

The Governing Body of this school have decided that Sex Education will not be taught as a subject in line with the revised guidance which states that 'Sex education is not compulsory in primary schools.' However, it may occur within some of our Topic Work (Animals and the Environment, Keeping Healthy). Any questions asked by the children as a result would be answered by staff in a sensitive and truthful manner at the appropriate time.

Definition

Relationship and Health Education is a lifelong learning process. It is about respect, love, care and the benefits of making and maintaining stable relationships. RHE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support to empower them to make good decisions.

Our school's approach to RHE is sensitive to age and aims to reflect the reality of young people's lives today, including safe use of information technology.

Moral and Values Framework

RHE will reflect the values of the PSHCE and SMSC programme. RHE will be taught in the context of relationships.

The aim of RHE and PSHCE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. RHE lessons will also promote self-esteem, emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, in school, at work and in the community. To reinforce RHE children will take part in an annual mental health week.

The Church of England and SIAMS are supportive of and welcome this curriculum because in their response, stated that "Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. RSE should give pupils accurate information to equip them for life in the modern world and to make sure they are not influenced by unrealistic dangerous materials.

In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives...It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life." (*Church of England Education Office Response to a Call for Evidence on RSE Curriculum, 2018*)

The teaching programme for Relationships and Health Education and Personal, Social, Health and Citizenship Education

We have designed a spiral RHE and PSHCE curriculum which is rich and deep and will enable the objectives and previous knowledge to be built on allowing the children to flourish.

EYFS

The EYFS RHE and PSHCE lessons will continue to be taught in line with the age related objectives from Development Matters and will aim to;

- raise pupils' self-esteem and confidence, especially in their relationships with others
- help pupils understand their feelings and learn how to manage their behaviour
- provide the confidence to be participating members of society and to value themselves and others;
- help gain access to information and support
- develop skills for a healthier safer lifestyle
- help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- respect and care for their bodies
- how different cultural festivals are celebrated around the world
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- How to stay safe in different circumstances such as; stranger danger; staying safe in school; who our trusted adults are; road safety; screen time; sun safety and beach and water safety.

The KS1 objectives of RHE and PSHCE Education are split into three sub-categories; Relationships, Health and Well-being and Living in the wider world which are taught throughout the year.

Year 1

Relationships

Enabling pupils to learn;

- About the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- How to identify the people who love and care for them and what they do to help them feel cared for
- About different types of families including those that may be different to their own
- How to identify common features of family life
- That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- How people make friends and learn what a good friendship looks like
- Recognise the ways in which people are the same and different to us
- How to recognise when they or someone else feels lonely and what to do
- To use simple strategies to resolve arguments between friends
- How to ask for help if a friendship is making them unhappy
- To recognise that some things are private and the importance of respecting privacy.
- How to stay safe in different circumstances such as; how to respond safely to adults they don't know
- What is 'private'? including the NSPCC pants rule.
- What to do if they feel unsafe or worried for themselves or other; who to ask for help and vocabulary to use when asking to help; importance of keeping trying until they are heard
- About what is kind and unkind behaviours, and how this can affect others
- How to listen to other people and play and work cooperatively
- About how to treat themselves and others with respect; how to be polite and courteous
- How to talk about and share their opinion on things that matter to them

Health and wellbeing

Enabling pupils to learn;

- About what keeping healthy means & different ways to keep healthy
- Simple hygiene routines that can stop germs from spreading
- That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people stay healthy
- About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- To recognise what makes them special
- About the people who help us to stay physically healthy
- To recognise the ways in which we are all unique
- About growing and changing from young to old and how people's needs change
- To identify what they are good at, what they like and dislike
- About the people whose job it is to keep us safe
- About what to do if there is an accident and someone is hurt
- How to get help in an emergency (how to dial 999 and what to say)
- About preparing to move to a new class/year group

Living in the wider world

Enabling pupils to learn;

- How people and other living things have different needs; about the responsibilities of caring for them.
- About things they can do to look after the environment.
- That everyone has different strengths.
- About the different groups they belong to.
- About different roles and responsibilities people have in their community.
- To recognise the ways they are the same as, and different to, other people.
- How do people get money? (earned, won, borrowed, presents)
- What can we do with money? (spending, saving)

How different festivals are celebrated around the world such as Holi, St. David's day, Chinese New Year.

Year 2

Relationships

Enabling pupils to learn;

- The importance of working with others
- How to share ideas
- To co-operate
- How to resolve conflict
- To participate in community events and settings
- To interact with new people
- That bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- About how people may feel if they experience hurtful behaviour or bullying
- That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- About how to respond if physical contact makes them feel uncomfortable or unsafe
- That there are situations when they should ask for permission and also when their permission should be sought
- About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

Health and Wellbeing

Enabling pupils to learn;

- About foods that support good health and the risks of eating too much sugar
- That simple hygiene routines that can stop germs from spreading
- About how physical activity helps us to stay healthy; and ways to be physically active everyday
- About why sleep is important and different ways to rest and relax
- About different feelings that humans can experience
- How feelings can affect people's bodies and how they behave
- To recognise that not everyone feels the same at the same time, or feels the same about the same things
- About ways of sharing feelings; a range of words to describe feelings
- To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

- About different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- To understand and follow basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

Living in the Wider World

Enabling pupils to learn;

- About how the internet and digital devices can be used safely to find things out and to communicate with others.
- That jobs help people to earn money to pay for things
- About the role of the internet in everyday life.
- That different jobs that people they know or people who work in the community do.
- About some of the strengths and interests someone might need to do different jobs.
- What money is; forms that money comes in; that money comes from different sources.
- That people make different choices about how to save and spend money.
- About the difference between needs and wants; that sometimes people may not always be able to have the things they want.
- That money needs to be looked after and that there are different ways of doing this.
- How to interact with people from a variety of religious, socio-economic and ethnic backgrounds

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children from these lessons.

National Curriculum Science

Key Stage 1

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and guidance (non-statutory) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. (*Department for Education, 2014*)

Early Years Foundation Stage

Children learn about the concept of male and female and about young animals. In ongoing PSHCE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety, including when using the internet.

RHE is delivered through Science, RE, PSHCE, the SEAL programme (Social and Emotional Aspects of Learning), SMSC and circle time. Relationships and Health Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

Specific Issues

- **Child Protection / Confidentiality**

Teachers need to be aware that effective relationship and health education which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection and the school's Child Protection Policy.

A member of staff cannot promise confidentiality if concerns exist.

- **Links with other policies**

This policy is linked with the following policies:

PSHCE

Equal Opportunities

Child Protection

Behaviour

- **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationships and health education.

Monitoring and Evaluation

RHE is monitored and evaluated by the Headteacher, staff and foundation governors as part of the School's Monitoring Cycle. As a result of this process, changes may be made to the Relationships and Health education programmes as appropriate.

The effectiveness of the RHE programme will be evaluated by assessing children's learning and implementing change if required.

Date of Policy: March 2025

Updated annually