



West Earlham Infant and Nursery School

RELATIONSHIPS AND HEALTH EDUCATION (RHE) POLICY

Approval

This policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to Equality.

This policy was adopted and approved in **March 2025**. The date of the next formal review will be **March 2027** and every 2 years thereafter, unless statutory legislation changes.

Policy approved by the **Full Governing Board** of West Earlham Infant and Nursery School.

1. Introduction

This policy covers West Earlham Infant & Nursery School's intended approach to teaching Relationships and Health Education (RHE). It was produced following consultation with the whole school community including pupils, parents/carers, staff, and school governors. It will be reviewed every 2 years, or sooner if the RHE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance. Parents and carers can access the policy on the school website. If a hard-copy of the document is required the school will be happy to provide this upon request and the school will work with parents and carers who require the policy in an alternative format, ensuring equitable accessibility for all. Relationships and Health Education, which will be delivered alongside Personal Social Health and Economic (PSHE) education, will be known in our school as 'Circle time'.

2. Values, aims and objectives

Relationships and Health Education is learning about the emotional, social and physical aspects of growing up, relationships and reproduction in an age and stage appropriate manner. It will equip children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility (age appropriately) for their health and wellbeing now and in the future. RHE is taught in a way which is complementary to the wider ethos, values and principles of our school. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RHE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life.

Relationships and Health Education provision at West Earlham Infant & Nursery School:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across Reception and Key Stage 1.
- Is taught by staff trained in RHE (with visitors invited in to enhance and supplement the programme, where appropriate).

- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RHE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

3. Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will use a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunities to develop their skills independently and in groups, enhancing their confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RHE will always be taught in a non-judgemental, unbiased and fully inclusive manner through clear, impartial, scientific information. We do not use RHE as a means of promoting any form of sexual orientation over another.

Through continual assessment and teachers' knowledge of their pupils and of the curriculum, we ensure that we recognise and respect pupils' different abilities, levels of maturity and personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

4. Teaching and learning

The Relationships and Health Education programme will be led by the subject leader, taught by class teachers and supported by outside agencies as appropriate. All staff involved in the delivery of RHE have received specialist training to ensure that pupils receive clear and consistent approaches to RHE throughout their time at West Earlham Infant & Nursery School. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

RHE will be taught through a range of teaching methodologies, including story-telling, drama and discussions. This range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Lessons will always be delivered in a conscientious manner and teachers will be mindful of individual children's circumstances, delivering a lesson with a view that at least one child may be affected by any issues covered.

On occasion external visitors, experts and agencies may be invited to contribute to and enhance the delivery of RHE, bringing in specialist knowledge and different ways of engaging with children and young people. Visitors will be supervised/supported by a member of school staff at all times and we will always ensure the teaching delivered by the visitor fits with our planned programme and our published policy.

5. Curriculum

The majority of elements of the RHE curriculum are a statutory requirement to teach to meet Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019, and The Equalities Act, 2010.

Relationships and Health Education will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RHE will support the school's commitment to safeguard pupils through an age appropriate curriculum that prepares them to live safely in the modern world.

The intended Circle time (PSHE/RHE) curriculum is detailed below, but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. Parents will always be kept up to date and notified of any changes to the curriculum. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

| Term | Autumn | | | | | Spring | | | | | Summer | | | | |
|------------|--|---|---|--|----------------------------------|--|---------------------------------------|---|--|--------------------|---|---|--|---|--|
| Core Theme | Relationships | | | | | Health and Wellbeing | | | | | Living in the Wider World | | | | |
| Topics | Families | Caring friendships | Respectful Relationships | Online relationships | Being Safe | My Body | Mental Wellbeing | Being Healthy | Health & Prevention | Basic First Aid | Identity, society and equality | Belonging to a community | Looking after the environment | Money and Work | Transitions |
| Rec | What makes a family | Similarities and differences | Likes, dislikes and decisions | Watching videos online | Why are 'private parts' private? | What are the parts of the human body? | Describing and managing feelings | Be sugar smart! | Handwashing and hygiene | What is first aid? | How we are the same and different | Class rules and helping each other in the classroom | Looking after our environment | Different jobs in the community | How will things change in Year 1? |
| Year 1 | What makes a family special | Falling out and making up | Celebrating differences and asking permission | Sharing pictures and age ratings | Asking for help | What are the 'private parts' called? And keeping our bodies safe | Understanding feelings and behaviours | Keeping healthy with food, drink and exercise | Keeping our teeth healthy and sun safety | Stay safe | Everyone is unique / the same in different ways | Taking responsibility in the community | Protecting our environment and being eco-friendly | Different strengths and interests needed for different jobs | Growing up and moving forward to a new class |
| Year 2 | Families come in different shapes and sizes! | Knowing who to trust and recognising we are all equal | Respecting ourselves and others | Playing games online and making good viewing choices | My body belongs to me | Growing up | Managing difficult emotions | Be food smart! | Protecting our teeth and bodies | Emergency action | The Law and making the right decisions | Recognising different groups/communities we belong to | Looking after our environment and reducing pollution | Getting, keeping and spending money | Managing changes moving to junior school |

6. Assessment

Pupils' learning will be continually informally assessed to ensure that they are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils' understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of RHE teaching and learning will be monitored through learning walks and informal drop-ins conducted by the subject leader and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

7. Responding to pupils' questions

There will always be sensitive issues within the subject of RHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

Learning about the body and naming private parts comes under Health Education and is not something which parents can withdraw their child from, as it is part of the statutory content. Sometimes this may lead to questions from children relating to how babies are made or similar. In these instances teachers may be able to follow the above guidance if the question is age and stage appropriate, however if the teacher has any doubt about the appropriateness of a question they will consult with parents.

8. Confidentiality and handling disclosure

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources. Teachers will conduct RHE lessons in a sensitive manner. If a member of staff is worried about something that a pupil discloses during a lesson, they will immediately inform the designated safeguarding leads about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

9. Involving parents and carers

We believe that parents/carers are the primary educators of their children in RHE and that it is most effective when it is a collaboration between school and home. We therefore wish to build a positive and supportive relationship with parents/carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents/carers through Learning Cafés. These provide a valuable opportunity to develop awareness of emerging RHE topics and review the resources being used, as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. West Earlham Infant & Nursery School operates an open-door policy enabling parents to discuss RHE throughout the school year. If parents/carers want further information or to be signposted to supporting services relating to any of the RHE curriculum please contact the class teacher or the school's family support worker.

There is no right to withdraw from Relationships and Health Education.

10. Links to other school policies and curriculum

This policy complements the following policies:

- Anti-bullying
- Social media, Internet and E-mail safety
- Equality
- Safeguarding
- Teaching and learning

11. Review date

This policy will be reviewed every 2 years or sooner if the RHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.