



## **PRIOR HEATH INFANT SCHOOL POLICY AND PROCEDURES STATEMENT**

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**TITLE: RELATIONSHIPS & HEALTH EDUCATION**

**DATE: March 2025**

**REVIEW: March 2026**

**APPROVED/MONITORED BY: Curriculum & Attainment Governor**

**AGREED BY: Whole school staff and Governors**

Relationships and Health Education (RHE) is about the emotional, social and cultural development of pupils. At infant school level, it involves learning about relationships, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing information, and exploring issues and values.

### **School aims**

The aims of RHE at our school are to:

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

We believe that RHE is vital for the personal, social and emotional development of our pupils. It helps children to develop healthy, nurturing relationships with other children and with adults. As a school we aim to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships whilst also promoting their spiritual, moral, social, cultural, mental and physical development. We aim to teach RHE using sensitive, sufficient, well-chosen and appropriate opportunities and contexts for pupils to embed new knowledge so that children can use it confidently in real life situations. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.

## **Our approach to the teaching and learning of RHE**

RHE is delivered as part of our Personal, Social, Health and Economic (PSHE) curriculum, which has planned weekly lessons across the school as well as throughout the school day as different situations or issues arise. Children will learn to recognise what a healthy relationship looks like, to build and maintain happy, healthy relationships with others and to recognise the importance of a range of relationships with friends, family, in school and in the wider community in which they live. RHE also teaches pupils (i) to recognise unhealthy behaviours, (ii) to keep safe, (iii) to identify potential dangers both on and offline, (iv) to report any concerns, worries or abuse and (v) where to access help when needed. Themes and teaching content are adapted to meet the needs of individual pupils, classes or groups. RHE is also taught through Science (naming parts of the body), Computing (keeping safe online), PE (keeping healthy) and through our school values and assemblies. We draw links between the subjects and integrate teaching where appropriate. Other more sensitive issues will be dealt with on an individual basis and may include interventions e.g. ELSA sessions.

The National Curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth onwards.

The National Curriculum for Computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers online safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

We use the NSPCC PANTS material to teach children about keeping safe - PANTS is an acronym devised to teach children the underwear rule: privates are private; always remember your body belongs to you; no means no; talk about secrets that upset you and speak up, someone can help. Click here to view PANTS NSPCC parental guidance <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

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.

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).

Delivery will be through:

- Planned elements of National Curriculum subjects e.g. Science.
- The teaching and modelling of our school values of Independence, Responsibility, Kindness, Perseverance and Teamwork.
- Discrete PSHE lessons.
- Pastoral sessions e.g. social intervention groups, ELSA sessions.
- Assemblies.
- Occasional planned visits from external visitors e.g. the school nurse.
- Daily classroom activities e.g. story times, speaking and listening tasks, continuous provision and Circle Time.
- Appropriate content and teaching approaches, which match the needs and maturities of all pupils, including those with special educational needs and English as an additional language.
- Regular revision of policy and practice.
- Recognising that adults are role models for children.

### **Impact**

Through the teaching and learning of RHE, children will develop skills to know how to keep safe and what to do or who to speak to if they do not feel safe. They will be equipped with the emotional and practical skills to make age appropriate and informed decisions and actions about their physical and mental wellbeing, health and relationships.

## **Special Educational Needs**

Teaching is differentiated and personalised to ensure accessibility for all. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. As with all teaching, we ensure that teaching is sensitive, age-appropriate and developmentally appropriate.

## **Equal opportunities**

All children are entitled to equal opportunity of access to the National Curriculum including RHE regardless of sex, race, gender or ability as defined in the school's Single Equality Policy.

## **Roles and responsibilities**

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

The Headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing parental requests to withdraw pupils from non-statutory components of RHE.

Staff are responsible for:

- Delivering RHE in a sensitive way.
- Modelling positive attitudes to RHE.
- Monitoring progress of the children in this area of the curriculum.
- Responding to the needs of individual pupils.
- Using accurate scientific vocabulary when teaching Science.

Staff do not have the right to opt out of teaching RHE. Any member of staff who has a concern about teaching RHE is encouraged to discuss this with the Headteacher. Where necessary, CPD opportunities will be provided to staff to support their teaching of RHE.

Pupils are expected to engage fully in RHE and, when discussing issues, they should treat others with respect and sensitivity.

## **Parents**

As an infant school, we only offer statutory RHE education. Therefore, parents do not have the right to withdraw their child from the curriculum we offer for RHE.

If parents have any concerns about the school's policy, a copy is available on the school website and in the school office for them to see. Parental concerns should be discussed with the Headteacher.

## **Resources**

See appendix 1 for the progression of skills across the school.

## **Links to other School Documents**

Please also refer to these policies in relation to RHE:

Accessibility Policy  
Anti-Bullying Policy  
Positive Behaviour Policy  
Child Protection and Safeguarding Policy  
PSHE Policy  
Science Policy  
SEND and Inclusion Policy  
Single Equality Policy  
Teaching and Learning Policy

# PRIOR HEATH INFANT SCHOOL

## RELATIONSHIPS and HEALTH EDUCATION POLICY

### APPENDIX 1

<b>Whole School Relationships and Health Education Progression</b> RHE is taught through PSHE/RE/PE/Science/Computing - Online safety We also use the NSPCC PANTS guidance			
	<b>YR</b>	<b>Y1</b>	<b>Y2</b>
Families and people who care for me	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that make them feel uncomfortable, worried or afraid.
Caring friendships	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils understand the importance of listening to other people, to play and work collaboratively including strategies to resolve simple arguments through negotiation	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable
Respectful relationships	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.	Pupils can identify and respect the differences and similarities between people.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them.
Online relationships	Pupils understand that they must tell an adult if anything on the internet makes them feel uncomfortable.	Pupils understand they must not give personal information to other people on the internet without the permission of an adult. They know that there are things on the internet that are not appropriate.	Pupils understand the importance of keeping personal information private. They understand where to go to for help and support when they have concerns about content or contact on the internet or other online technologies.
Being Safe	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils understand that their body is their own and privates are private.	Pupils understand they can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.