



St Chad's CofE Nursery and Infant School

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# Relationships and Health Education (RHE) Policy

**School Leader:** K Leach

**Link Governor:** W Ramzan

**Policy Approved**                      **Signed: W Ramzan**                      **Date: 06.05.2020**

Policy Reviewed                      Signed: M Betts                      Date: 19.05.2021

Policy Reviewed                      Signed:                      Date:

Policy Reviewed                      Signed:                      Date:

Policy Reviewed                      Signed:                      Date:



## LOVE God LOVE Neighbour LOVE Self *(Matthew 22:36)*

Our school vision takes inspiration from and is deeply rooted in the Greatest Commandment:

*“Love God with all your heart and with all your soul and with all your mind and love your neighbour as yourself”.*

We are an inclusive school and our vision, though distinctively Christian, welcomes and values all faiths and cultures within our diverse school community. Our school's core values of **love, friendship, compassion and respect** sit at the heart of our school community and underpin every aspect of school life.

**Love:** “Do everything with love”. *(Corinthians 16:14)*

**Friendship:** “Encourage one another and build each other up”. *(Thessalonians 5:11)*

**Compassion:** “Be kind to one another”. *(Ephesians 4:32)*

**Respect:** “Treat others as you want to be treated”. *(Luke 6:31)*

At St Chad's, we consider the role that we play in our children's education is an immense privilege. During their time in our school, our children will lay many important foundations and achieve many significant milestones that will help carve their future towards becoming happy, well-rounded and successful lifelong learners.

We want every child in our care to:

- know that they are loved, special and valued;
- experience life in its fullness and achieve their fullest potential;
- have a high self-regard and positive mental health;
- make excellent educational progress, regardless of their background or starting points;
- show compassion and respect towards themselves, each other and their world.
- be equipped with the necessary skills and character to overcome challenges that they may encounter in life;
- flourish with their unique God-given talents in all that they choose to do.

We seek to be positive role models to our children, guiding and teaching them through our 'LOVE Promise'. We:

- **L**ook after our school and each other.
- **O**nly ever do our best.
- **V**alue everyone and remember our manners
- **E**njoy our learning!

## Introduction



This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

### **Development of the policy**

This policy has been developed by working in partnership with schools in Derby City (*see appendix 1 for list*). A core focus of this partnership was seeking and gaining the views of local religious and community groups, ensuring representation of the protected characteristics of the Equality Act 2010.

### **Consultation with parents**

The school understands the important role parents play in enhancing their children’s understanding of relationships and health. Similarly, we also understand how important parents’ views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in appendix 2 of this policy.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents will be informed annually about the content of the Relationships and Health Education taught in each year group through the school’s communication platform, Class Dojo, the school website and parent workshops. Parents will be invited to discuss the content with the class teacher. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

### **Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools**

As a Church of England school, St Chad’s is committed to ensuring that our Relationships and Health Education curriculum enables all pupils to flourish. Everyone will be treated with dignity as all people are made in the image of God and loved equally by God. We undertake to follow the principles in the Church of England Charter. We commit:

- To work in partnerships with parents and carers.



- That RHE be delivered professionally and as an identifiable part of Personal, Social and Health Education (PSHE) curriculum.
- That RHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community.
- That RHE will seek to build resilience in our pupils to help them from healthy relationships and to keep themselves safe.
- That RHE will promote healthy resilient relationships set in the context of character and virtue develop. It will reflect the vision and associated values of the school and encourage relationships that are hopeful and aspirational.
- To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.
- To seek pupils' views about RHE, in an age appropriate manner and in consultation with parents and carers, so that teaching can be made relevant to their lives.

**Curriculum Content**

Relationships and Health Education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

**Relationships Education**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

See table below for the content laid out in the Department for Education Guidance:

<b>Families and people who care for me</b>	<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>
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<p><b>Caring friendships</b></p>	<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>
<p><b>Respectful relationships</b></p>	<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> <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>
<p><b>Online relationships</b></p>	<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>



<b>Being safe</b>	<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>
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### Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

- Mental well-being
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Health and prevention
- Basic first aid
- Changing adolescent body



See table below for the content laid out in the Department for Education Guidance:

<p><b>Mental wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul> <p>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• For most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online</li> </ul>
<p><b>Physical health and fitness</b></p>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<p><b>Health eating</b></p>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet.</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, tooth decay)</li> </ul>
<p><b>Drugs alcohol and tobacco</b></p>	<ul style="list-style-type: none"> <li>• *The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul> <p><i>*For our school's age group: talking about the harmful aspects of some household products/medicines.</i></p>



<b>Health and prevention</b>	<ul style="list-style-type: none"><li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.</li><li>• The importance of sufficient good quality sleep for good health</li><li>• About dental health and the benefits of good oral hygiene, including regular check-ups at the dentist.</li><li>• About personal hygiene and germs, including how they are spread and treated, and the importance of handwashing.</li></ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"><li>• How to make a clear and efficient call to emergency services if necessary.</li></ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"><li>• *Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes.</li><li>• *About menstrual wellbeing including the key facts about the menstrual cycle.</li></ul> <p><i>*Non-applicable for our school's age group.</i></p>

### Delivery

Relationships and Health Education is taught throughout the whole school curriculum in classes. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE). (See *appendix 3 for coverage of the statutory content across the school's curriculum*).

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

At St Chad's, we have adopted the Derbyshire City Council's PSHE Matters primary scheme of work across Key Stage 1 (Year 1 and Year 2). (See *Appendix 4 for an overview*).

Relationships and Health Education is also taught during whole school, Key Stage and class Collective Worships. Where appropriate, RHE may be supported by other adults in the school or by visitors such as a school nurse or the NSPCC. Other adults who support RHE teaching will be given this policy to read and will work within the confines of this policy and with our Volunteers and Visitors policy.

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

### Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to Relationships and Health Education Lead.

Teachers will apply the following principles:



- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private eg. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the relationship and health education programme and associated issues.

Members of staff responsible for teaching the subjects will undergo further training led by the Relationships and Health Education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

### **Equality and accessibility**

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People with different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people
- People who have changed their sex

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

The curriculum will be 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 a mum and a dad, blended families (step/half siblings) 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).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular



protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which set out expectations of pupils.

### **Sex education**

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, **we do not** teach pupils sex education beyond what is required of the science curriculum. (*See appendix 3 for science objectives taught*).

In line with our school's safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe.

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

Parents **do not** have the right to withdraw their children from relationships education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum. (*See appendix 3 for objectives taught and terminology used*).

### **Monitoring and review**

This policy will be reviewed on an annual basis by the Relationships Health Education coordinator, Headteacher and governors. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. The next scheduled review date for this policy is **May 2021**.

The governing board is responsible for approving this policy. Any changes made to this policy will be communicated to all staff and parents.

### **Appendix 1 - Consultation partners**

Akaal Primary School  
Arboretum Primary School  
Dale Primary School  
Firs Primary School  
Hardwick Primary School  
PearTree Infant and Walbrook Nursery School  
Pear Tree Junior School  
Shelton Infant School  
St Chad's Church of England Nursery and Infant School  
St James' Church of England Infant and Nursery School  
St James' Church of England Junior School  
Zaytouna Primary School  
Derby City Council Education Officer

Representatives from:



The Muslim faith  
The Sikh faith  
Church of England  
Methodist  
Virtual School  
Derbyshire LGBT+

**Appendix 2 - How St Chad's CofE Nursery and Infant School consulted parents in the development and delivery of the curriculum:**

Our school understands the important role parents play in enhancing their children's understanding of relationships and health. Parents' views are important in shaping the curriculum.

Our school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum through parent meetings, letters, newsletters, the school's website, surveys and parent workshops.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Our school aims to build positive relationships with parents and invited them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

**Appendix 3 – Science objectives taught and terminology used:**

<b>Year 1 statutory requirements</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>
<b>Notes and guidance (non-statutory)</b>
<p>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</p>

<b>Year 2 statutory requirements</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> </ul>



**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 in questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observations and measurement, how different animals, including humans grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

**Appendix 4 – Derby Inner City Cluster Relationships and Health Education statutory content, suggested shared resources:**

Families	
Statutory Content	Resources
<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>	<p><b>EYFS (non statutory):</b></p> <p>My Mum/ My Dad – Anthony Browne            Owl Babies – Martin Waddell            Monkey Puzzle – Julia Donaldson            Peace at Last – Jill Murphy            Stick Man – Julia Donaldson  <a href="#">One Family - George Shannon</a>            Hug – Jez Alborough            Children to share photos of their family members</p> <hr/> <p><b>Key Stage 1 (Year 1 and 2):</b></p> <p><a href="#">Family Book – Todd Parr</a>  <a href="#">Same, Same but different by Jenny Sue Kosteci-Shaw</a>            Guess How Much I Love You by Sam McBratney  <a href="#">The great big book of families by Mark Hoffman and Ros Asquith</a>  <a href="#">The Smeds and the Smoos by Julia Donaldson</a>  <a href="#">Families, Families, Families - Suzanne Lang and Max Lang</a>            Mum and Dad Glue – Kes Gray            Create a family portrait</p>

Caring Relationships	
Statutory Content	Resources



<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>	<p><b>EYFS (non statutory):</b></p> <p>Bob's Blue Period – Marion Denchars          The Gingerbread Man          Guess How Much I Love You – Sam McBratney          Feelings fans- happy, sad, lonely.          Circle games- pass a smile, roll a ball to someone and say their name- ensuring everyone in the circle has a turn  <a href="#">BBC Friendship Video</a>          Trust- Little Red Riding Hood and the Big Bad Wolf</p> <hr/> <p><b>Key Stage 1 (Year 1 and 2):</b></p> <p><a href="#">BBC Video where two children discuss their friendships-</a>          Children's discussions about their own friendships.  <a href="#">Creating own class resource- What makes a good friend- list ingredients. BBC Video to start</a>          Circle games e.g 'The Space on my right is free, I would like ___ to sit next to me' (ensuring everyone gets a turn). 'I think a friend is someone who...'          SEAL Peaceful Problem Solving Poster and Feelings Detective Poster          Trust- The Gingerbread Man (Who should not have been trusted?)          Discussion- Who can you go to in school if you are experiencing problems with friendships?          Perfectly Norman by Tom Percival          Julian Loves Mermaids by Jessica Love          Giving advice on how to be a caring friend.          The Squirrels Who Squabbled – Rachel Bright</p>
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<b>Respectful Relationships</b>	
<b>Statutory Content</b>	<b>Resources</b>
<ul style="list-style-type: none"> <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> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should</li> </ul>	<p><b>EYFS (non statutory):</b></p> <p>Learning the names of our new friends          Respecting one another and the classroom provision          Using manners at lunchtime and around school  <a href="#">Anti-Bullying Alliance- Resources for Anti-Bullying Week</a>          Ways to Look after yourself- washing hands, eating your lunch and doing things that make you happy          Permission seeking – rules for playing games, asking adults for permission e.g. to go out of the classroom and why it is important (fire, safety)          The Rainbow Fish – Marcus Pfister</p>



<p>show due respect to others, including those in positions of authority</p> <ul style="list-style-type: none"> <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>	<p><b>Key Stage 1 (Year 1 and 2):</b></p> <p>Same similar different activity (p66 PSHE Matters)  <a href="#">‘It’s okay to be different’ Todd Parr</a>          Elmer – David McKee  <a href="#">Anti-Bullying Alliance- Resources for Anti-Bullying Week</a>          Thought shower for classroom – What are good manners?          Stereotypes- Amazing Grace stories by Mary Hoffman          Giraffes Can’t Dance – Giles Andreae          Neon Leon – Jane Clarke          Strictly No Elephants Allowed – Lisa Mantchev          The First Slodge – Jeanne Willis          All Are Welcome – Alexandra Penfold          Brian the Brave – Paul Stewart          Respecting Ourselves- How do we do it? Explore question in groups.          Permission seeking- rules for playing games and asking people what they are ‘comfortable’ with- link to being assertive and being able to say ‘no’ with confidence)- asking adults for permission and the possible consequences of not doing so.</p>
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**Online Relationships**

Statutory Content	Resources
<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>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>	<p><b>EYFS (non statutory):</b></p> <p><a href="#">Education for a Connected World (publishing.service.gov.uk)</a>          Webster’s Friend – Hannah Whaley          Webster’s Email – Hannah Whaley          Project evolve toolkit <a href="http://www.projectevolve.co.uk/toolkit">www.projectevolve.co.uk/toolkit</a>          Think u know <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>  <a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a> 4-5          (video about watching videos)  <a href="#">Safer Internet Day- annually resources</a></p> <p><b>Key Stage 1 (Year 1 and 2):</b></p> <p><a href="#">Education for a Connected World (publishing.service.gov.uk)</a>          Project evolve toolkit <a href="http://www.projectevolve.co.uk/toolkit">www.projectevolve.co.uk/toolkit</a>          Think u know <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>  <a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a> 5-6          (video about sharing pictures)  <a href="#">Safer Internet Day- annually resources</a>          Chicken Clickin - Jeanne Willis          Troll Stinks – Jeanne Willis          When Charlie McButton Lots Power – Suzanne Collins  <a href="#">Own it: Making the internet a kinder place video</a></p>

**Being Safe**

Statutory Content	Resources
<ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers</li> </ul>	<p><b>EYFS (non statutory):</b></p> <p>Bog Baby – Jeanne Willis          What is a secret? Discussion</p>



<p>and others (including in a digital context).</p> <ul style="list-style-type: none"> <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>	<p>Privacy- Using the toilets Little Red Riding Hoodyep</p> <p><b>Key Stage 1 (Year 1 and 2):</b></p> <p><a href="#">NSPCC – PANTS</a></p> <p>What is a secret? Discussion and should we keep secrets?</p> <p>Privacy- Using the toilets</p> <p>Discussion about who to go to in school for advice help- links with Anti-Bullying Week- see Anti-Bullying Alliance resources</p>
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Changing Adolescent Body	
Statutory Content	Resources
<ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Describe the changes as humans develop to old age.</li> <li>Notice that animals, including humans, have offspring which grow into adults.</li> </ul>	<p><b>EYFS (non statutory):</b></p> <p>The Very Hungry Caterpillar – Eric Carle</p> <p>Bog Baby – Jeanne Willis</p> <p>The Baby's Catalogue – Allan Ahlberg</p> <p><b>Key Stage 1 (Year 1 and 2):</b></p> <p><a href="#">BBC lifecycles – Bitesize</a> <a href="https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zttckqt">https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zttckqt</a></p>

Mental Wellbeing	
Statutory Content	Resources
<ul style="list-style-type: none"> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>	<p><b>EYFS (non statutory):</b></p> <p>Feelings Fans- naming feelings</p> <p><a href="#">Children's Mental Health Week Resources</a></p> <p><a href="#">Anti-Bullying Week Resources</a></p> <p>Go Noodle <a href="#">Mindfulness and exercise activities</a></p> <p><a href="#">Peace Out - Cosmic Kids</a></p> <p>The Colour Monster – Anna Llenas</p> <p><a href="#">Lucy's Blue Day - A Children's Mental Health Animated Short - YouTube</a></p>



<ul style="list-style-type: none"> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p><b>Key Stage 1 (Year 1 and 2):</b></p> <p>Feelings Fans- naming feelings            SEAL Photo cards-identifying feelings  <a href="#">Children's Mental Health Week Resources</a>  <a href="#">Anti-Bullying Week Resources</a>            Go Noodle <a href="#">Mindfulness and exercise activities</a>            What is a hobby?-Circle time- 'My hobby is...'            The Colour Monster – Anna Llenas  <a href="#">Lucy's Blue Day - A Children's Mental Health Animated Short - YouTube</a>            All About Feelings – Felicity Brooks            In My Heart – Jo Witek            Ravi's Roar – Tom Percival            Rubys' Worry – Tom Percival            Perfectly Norman – Tom Percival            The Invisible – Tom Percival            The Huge Bag of Worries – Virginia Ironside            My Strong Mind – Niels van Hove            The Invisible String – Joanne Lew-Vriethoff            Have You Filled Your Bucket Today – Carol McCloud            The Day the Crayons Quit – Drew Daywalt            One Hundred Steps – Captain Tom Moore</p>
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Internet Safety and Harm	
Statutory Content	Resources
<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content</li> </ul>	<p><b>EYFS (non statutory):</b></p> <p><a href="#">Links to Anti-Bullying Week, Child Mental Health Week and Safer Internet Day</a>  <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>            Webster's Friend – Hannah Whaley            Webster's Email – Hannah Whaley  <a href="#">Education for a Connected World (publishing.service.gov.uk)</a></p>



<p>online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>	<p><b>Key Stage 1 (Year 1 and 2):</b></p> <p><a href="#">Links to Anti-Bullying Week, Child Mental Health Week and Safer Internet Day</a>  <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>          Chicken Clickin - Jeanne Willis          Troll Stinks – Jeanne Willis          When Charlie McButton Lots Power – Suzanne Collins  <a href="#">Education for a Connected World (publishing.service.gov.uk)</a></p>
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**Physical Health and Fitness**

Statutory Content	Resources
<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p><b>EYFS (non statutory):</b></p> <p>Take 10          Joe Wicks Routines          Links during Child Mental Health Week  <a href="#">Cosmic Kids Yoga</a>  <a href="#">GoNoodle</a></p> <p><b>Key Stage 1 (Year 1 and 2):</b></p> <p>Take 10          Joe Wicks Routines          Links during Child Mental Health Week  <a href="#">Cosmic Kids Yoga</a>  <a href="#">GoNoodle</a>          Breathing is my Superpower – Alicia Ortego          Mindfulness Activities for Kids – Whitney Stewart          Discussion about who they can go to if they are concerned about their health</p>

**Healthy Eating**

Statutory Content	Resources
<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	<p><b>EYFS (non statutory):</b></p> <p>Food- <a href="https://www.nhs.uk/change4life">https://www.nhs.uk/change4life</a>  <a href="#">Healthy Eating Resources</a></p>



<ul style="list-style-type: none"> <li>The principles of planning and preparing a range of healthy meals.</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p><b>Key Stage 1 (Year 1 and 2):</b></p> <p>Food- <a href="https://www.nhs.uk/change4life">https://www.nhs.uk/change4life</a>  <a href="#">Healthy Eating Resources</a>            Healthy and Unhealthy- sorting pictures of foods            Teeth and sugar- coke experiment</p>
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**Health and Prevention**

Statutory Content	Resources
<ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>The facts and science relating to allergies, immunisation and vaccination.</li> </ul>	<p><b>EYFS (non statutory):</b></p> <p><a href="#">Sun Safe resources</a>  <a href="#">Teeth Resources</a></p> <p><b>Key Stage 1 (Year 1 and 2):</b></p> <p><a href="#">Sun Safe resources</a>  <a href="#">Teeth Resources</a></p>

**Basic First Aid**

Statutory Content	Resources
<ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary.</li> <li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p><b>EYFS (non statutory):</b></p> <p>Who to go to in school if you hurt yourself.            People Who Help Us – Words and Pictures (book series)            Usborne First Experiences: Going to the doctor/dentist/hospital            Nursery rhymes: Miss Polly Had a Dolly, London’s Burning            Peppa Goes to... - book series</p> <p><b>Key Stage 1 (Year 1 and 2):</b></p> <p>Who to go to in school if you hurt yourself.            Calling 999 in an emergency.  <a href="#">Red Cross Life Live it: Stay safe</a></p>

**Life Processes of Reproduction**

Statutory Content	Resources
<ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and</li> </ul>	<p><b>EYFS (non statutory):</b></p> <p>The Very Hungry Caterpillar – Eric Carle            Observing changes in animals – caterpillars, chicks, tadpoles</p>



<p>animals /describe the changes as humans develop to old age.</p> <ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul>	<p>Observing photographs – me then (baby); me now (child) – parents and grandparents</p>
	<p><b>Key Stage 1 (Year 1 and 2):</b></p> <p>Matching pictures of baby animals to adults. Sequencing photographs – baby, toddler, child, teenager, adult</p>

**Appendix 5 – PSHE Matters scheme of work overview for Key Stage 1 (two year long-term plan for mixed aged classes)**

Year A					
Being Healthy	Relationships	Exploring Emotions	Difference and Diversity	Being Responsible	Bullying Matters
Year B					
Drug Education	Changes	Being Me	Money Matters	Being Safe	Growing Up

**Appendix 6 – Vocabulary List**

Key Stage 1 (Year 1 and Year 2)
<p>washing brushing teeth get dressed clean boy girl same different physical characteristics gender hair face similar different gender roles stereotypes male female body parts vagina* penis*</p>

\*Year 2 only

**Appendix 7 – Derby Inner City Cluster Relationships and Health Education Charter**



**A CHARTER FOR INCLUSIVE RELATIONSHIPS, AND HEALTH EDUCATION (RHE)**

St Chad's CofE Nursery and Infant School commits to providing an inclusive Relationships and Health Education (RHE), which will enable all pupils to flourish.

**As part of Derby City Central Cluster of schools we commit to:**

	<p>Working in partnership and building positive relationships with parents and carers</p> <p>Annual consultation with parents and carers in the development and delivery of the RHE curriculum</p> <p>Working in partnership and gaining the views of identified community organisations</p>
	<p>Delivering a high quality, age appropriate RHE curriculum</p> <p>Creating an RHE curriculum, which is adapted and relevant to our context, that focusses on giving the pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships</p>
	<p>Creating and sharing a RHE curriculum framework and provide clarity on how it is organised and delivered</p> <p>Creating an RHE curriculum based on accurate information, including about the law and legal rights</p>