



St Chad's CofE Nursery and Infant School

Relationships and Health Education (RHE) Policy

School Leader: K Leach

Link Governor: C Lightfoot

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

Policy Reviewed Signed: C Lightfoot Date: 20.05.2026

Policy Reviewed Signed: E Cartwright Date: 23.03.2022

Policy Reviewed Signed: M Betts Date: 19.05.2021

Policy Reviewed Signed: Date:



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. It has been reviewed and updated to reflect the DfE's Relationships, Sex and Health Education (RSHE) Statutory Guidance (July 2025), which schools are required to implement from September 2026. It replaces all previous references to the 2019 guidance. 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 health 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.

Guiding Principles for RHE

At St Chad's, our approach to Relationships and Health Education (RHE) is rooted in our school vision: *LOVE God, LOVE Neighbour, LOVE Self* (Matthew 22:36). Our core values of love, friendship, compassion and respect underpin all aspects of school life and shape how we support children to grow, learn and form relationships.

We are a relational school, and our approach to RHE is informed by attachment-aware and trauma-informed practice. We prioritise strong, trusting relationships, emotional safety and a sense of belonging, recognising that these are essential foundations for children's wellbeing and learning.

As an infant school, we refer to this subject as Relationships and Health Education (RHE) and do not teach sex education.

Our RHE curriculum is underpinned by the seven guiding principles set out in the DfE's 2025 guidance. These ensure that teaching is effective, age-appropriate and rooted in our school's vision and values:

- We take a relational approach, focusing on healthy norms, kindness, respect and strong relationships, in line with our vision.
- We engage children by relating learning to their real-life experiences, developmental stage and local context.
- Teaching is carefully sequenced, building vocabulary, emotional understanding and knowledge progressively from EYFS to the end of Key Stage 1.
- Content is responsive to children's needs and current safeguarding priorities, including age-appropriate online safety.
- RHE is delivered by trained and confident staff who create safe, nurturing and inclusive environments, underpinned by attachment-aware and trauma-informed practice.
- We maintain strong partnerships with parents and carers, sharing information and working together to support children's learning and wellbeing.
- RHE is part of a whole-school approach, where our values of love, friendship, compassion and respect are consistently modelled and reinforced through all aspects of school life.

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

We value strong partnerships with parents and carers. We communicate our curriculum through the school website, Class Dojo, newsletters and information workshops held throughout the year.

We work in partnership with parents by sharing what will be taught, addressing any questions or concerns, and supporting them to have age-appropriate conversations with their children about relationships and health.

Parents are informed about the RHE curriculum for each year group through regular communication, including the school website and termly updates. They are encouraged to discuss the content with class teachers and to share their views.

Parents are also consulted as part of the ongoing review of both the curriculum and this policy, and are able to provide feedback at any time.

Curriculum Content

Relationships and Health Education (RHE) helps children to learn how to stay healthy, build positive relationships and understand their feelings. It supports children to make simple, safe choices about their wellbeing and to know when to ask for help.

At St Chad's, we are committed to providing a high-quality, age-appropriate RHE curriculum for all children. This policy sets out how our curriculum is planned, organised and taught, ensuring it meets the needs of our children and supports their development.

Relationships Education

The aim of teaching children about relationships is to help them understand how to build kind, respectful and caring relationships with the people around them. It supports children to develop friendships, understand their feelings and learn how to treat others with care and respect.

By the end of Key Stage 1, children are supported to understand what makes a good friendship, recognise when relationships feel safe and happy, and know how to ask for help if they are worried about a relationship.

Relationships Education in EYFS and KS1 covers the following areas:

- Families and people who care for me – understanding that families can look different, but all provide love, care and support
- Caring friendships – learning how to make friends, be kind, share, take turns and solve simple disagreements
- Respectful relationships – understanding how to treat others with kindness and respect, using good manners, and recognising how our actions affect others



- Online relationships – learning simple rules for staying safe online, including being kind online and telling a trusted adult if something worries us
- Being safe – recognising safe and unsafe situations, understanding personal boundaries, and knowing how to ask for help from trusted adults

Topic	Statutory Content
Families and people who care for me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• 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• 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• 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• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• 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• 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



<p>Respectful relationships</p>	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults • Recognising and challenging sexism*, gender stereotypes and disrespectful attitudes both online and offline <p><i>*For our school's age group, the term "sexism" will not be explicitly taught; learning will focus on fairness, respect and challenging stereotypes in an age-appropriate way.</i></p>
<p>Online relationships</p>	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online • *Understanding artificial intelligence (AI), deepfake images, online influencers and digital manipulation – that not everything online is real <p><i>*For our school's age group, technical language such as "AI" or "deepfakes" will not be explicitly taught; learning will focus on simple, age-appropriate understanding of online content.</i></p>
<p>Being safe</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources • Fire safety, road safety, rail safety, water safety and how to stay safe in public spaces



Health Education

The aim of teaching children about physical health and mental wellbeing is to give them the knowledge and skills they need to begin to make simple, positive choices about their health and wellbeing. It supports children to understand their feelings, develop healthy habits and know how to keep themselves safe.

By the end of Key Stage 1, children are supported to recognise what is normal for them, identify when something does not feel right, and know how to seek help from trusted adults.

Health Education in EYFS and KS1 covers the following areas:

- **Mental wellbeing** – recognising and talking about feelings, understanding that all emotions are normal, and knowing who to go to for help
- **Internet safety and harms** – understanding how to use technology safely, that not everything online is real or true, and knowing to speak to a trusted adult if something worries them
- **Physical health and fitness** – understanding the importance of being active and how exercise helps our bodies and minds
- **Healthy eating** – knowing the basics of a healthy diet and how food and drink support good health
- **Medicines and household substances** – understanding that some substances can be harmful and should only be used with adult supervision
- **Health and prevention** – learning about hygiene (e.g. handwashing, teeth cleaning), sleep and simple ways to stay healthy
- **Basic first aid** – knowing how to get help if someone is hurt, including who to tell and how to call emergency services
- **Growing and changing** – understanding that humans grow and change over time, including basic life cycles, in a simple and age-appropriate way
- **Keeping safe** (including early safeguarding awareness) – recognising when something feels unsafe and knowing how to seek help from trusted adults

Topic	Statutory Content
Mental Wellbeing	<ul style="list-style-type: none"> • Mental* wellbeing is a normal part of daily life, in the same way as physical health <i>*For our school's age group, the term "mental wellbeing" will not be used explicitly; learning will focus on feelings, emotions and being healthy and happy.</i> • There is a normal range of emotions and scale of emotions that all humans experience • How to recognise and talk about their emotions, including having a varied vocabulary • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • Grief, bereavement, loneliness and loss – helping pupils develop empathy and resilience* <i>*For our school's age group, this will be taught in a very general and age-appropriate way, without specific focus on grief or bereavement.</i> • Body image, self-esteem and the influence of social media*



<p>Internet Safety and Harms</p>	<p><i>*For our school's age group, specific teaching around body image, self-esteem linked to social media, and online pressure will not be covered within RHE; learning will focus on simple wellbeing, feelings, and positive self-worth in an age-appropriate way.</i></p> <ul style="list-style-type: none"> • Bullying (including online bullying) has a negative and often lasting impact on mental wellbeing • Where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing • <i>*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</i> <p><i>*For our school's age group, this content will not be covered. Learning will focus on general wellbeing, feelings and emotions in an age-appropriate way.</i></p> <ul style="list-style-type: none"> • For most people the internet is an integral part of life and has many benefits • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online • Why social media, some computer games and online gaming are age restricted • The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place • How to be a discerning consumer of information online <p><i>*For our school's age group, this will be taught as understanding that not everything online is real or true, and that children should check with a trusted adult if they are unsure about anything they see online.</i></p> <ul style="list-style-type: none"> • <i>*Understanding artificial intelligence (AI), deepfake images and digital manipulation – pupils learn that not everything online is real and how to think critically about what they see</i> <p><i>*For our school's age group, technical language such as "AI" and "deepfake images" will not be used; learning will focus on understanding that online content can be changed or may not be real.</i></p> <ul style="list-style-type: none"> • <i>*Financial exploitation online such as scams, phishing and sextortion (age-appropriate)</i> <p><i>*For our school's age group, this content will not be covered within RHE; safeguarding will focus on recognising unsafe situations and seeking help from a trusted adult.</i></p> <ul style="list-style-type: none"> • <i>*Consent, privacy and respect when sharing or viewing online content</i> • <i>For our school's age group, learning will focus on simple ideas of personal information, privacy and being kind and respectful online, in an age-appropriate way.</i> • Where and how to report concerns and get support with issues online
<p>Physical Health and Fitness</p>	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this • The risks associated with an inactive lifestyle (including obesity*) <p><i>*For our school's age group, the term "obesity" will not be used. Learning will focus on the importance of being active, healthy habits, and how exercise helps our bodies feel strong and well.</i></p> <ul style="list-style-type: none"> • How and when to seek support including which adults to speak to in school if they are worried about their health
<p>Healthy Eating</p>	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content)*



	<p><i>*For our school's age group, learning will not include reference to calories or nutritional content. Teaching will focus on simple, age-appropriate understanding of healthy foods, balanced choices, and how food helps us grow and stay healthy.</i></p> <ul style="list-style-type: none"> • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity* and tooth decay) <p><i>*For our school's age group, the term "obesity" will not be used. Learning will focus on understanding that too many sugary foods and drinks can be harmful to teeth and overall health.</i></p>
<p>Drugs, Alcohol and Tobacco*</p>	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking* <p><i>*For our school's age group, this content will not be taught within RHE. Learning will focus on keeping safe, including understanding that medicines and household substances should only be used with trusted adult supervision.</i></p>
<p>Health and Prevention</p>	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body* • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer* • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn* • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist* • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing* • The facts and science relating to allergies, immunisation and vaccination* <p><i>*For our school's age group, teaching will focus on simple, practical health habits such as hygiene, oral care, sleep routines and staying safe in the sun. More complex medical concepts will not be taught in detail within RHE.</i></p>
<p>Basic First Aid</p>	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • Concepts of basic first-aid, for example dealing with common injuries, including head injuries* <p><i>*For our age group this will focus on recognising when to seek help from an adult and what simple steps to take for minor injuries.</i></p>
<p>Changing Adolescent Body*</p>	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes* • About menstrual wellbeing including the key facts about the menstrual cycle* • Using correct scientific terminology to support safeguarding and confidence • When and how to seek help from healthcare professionals* <p><i>*For our age group this content is not covered in terms of puberty or adolescent development. Instead, learning focuses on growing and changing in humans and animals over time within the KS1 science curriculum. In Year 2, children are taught correct scientific vocabulary for basic human body parts, including penis and vagina, within the context of science (naming body parts), to support safeguarding, self-care understanding and clear communication.</i></p>
<p>Financial Exploitation</p>	<ul style="list-style-type: none"> • Pupils learn how to recognise and avoid financial scams and online exploitation* <p><i>* For our age group this content is not taught in this level of detail. Instead, learning focuses on understanding that they should never share personal information online and</i></p>



and Safeguarding

should always tell a trusted adult if something online makes them feel uncomfortable, unsure or worried.

- Simple, age-appropriate ways to protect personal information and identify unsafe requests
- Know what to do if they feel pressured or worried, and how to seek help from trusted adults
- Supports the school's wider safeguarding approach

Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health and Economic (PSHE) curriculum, science, Physical Education (PE), computing and, where appropriate, religious education (RE). (Please see Appendix 3 for coverage of the statutory content across the school's curriculum.)

Pupils are taught in their class groups for all RHE learning. In some instances, single-gender lessons may be used where deemed appropriate by the school, for example to support specific self-care needs such as the correct use of toilets or urinals.

Learning is inclusive and delivered within mixed-ability classroom settings, ensuring that all children access the same curriculum content in a safe, supportive and age-appropriate way. Where questions or discussions arise, these are managed sensitively and appropriately by staff in line with safeguarding procedures and the school's relational approach.

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

- Core knowledge is broken into small, manageable steps
- Content is carefully sequenced and clearly communicated through a planned scheme of work
- Children are given regular opportunities to revisit and embed learning
- Teaching supports children to apply their understanding in everyday, real-life contexts

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 the 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 (e.g. 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 it 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

Staff Training and Leadership

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.

A named RHE Lead coordinates the curriculum, provides guidance to staff and ensures that lessons align with statutory expectations and safeguarding policies. Training of staff will also be scheduled around any updated guidance on the programme and any new developments which may need to be addressed, including emerging areas such as online risk.

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 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, 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.

Inclusion and SEND

RHE is designed to be inclusive and accessible to all pupils including those with special educational needs and disabilities (SEND) and neurodiverse learners. Lessons are adapted using visual supports, pre-teaching of vocabulary, simplified language and additional adult support where required. Our approach promotes understanding of neurodiversity, respect for difference and awareness of diverse family and cultural backgrounds.

Sex Education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum. As an infant setting, this includes learning about how the body changes as it grows (for example, getting



taller), simple life cycles such as that of a butterfly, and the main external parts of the human body. In Year 2, pupils are taught the external parts of the human body in line with the statutory science curriculum (See Appendix 6 for terminology used).

Prior to teaching, parents are informed in advance about the learning and the resources that will be used.

To support the school's safeguarding policy, children are taught the NSPCC 'PANTS' campaign to support their understanding of how to stay safe. This learning is further supported by a parent workshop delivered in school.

If a child is at risk of sexual harm, additional age-appropriate support will be provided to ensure children have the knowledge and skills to keep themselves and others safe. Where a child has a specific need or medical requirement, a personalised, age-appropriate programme can be provided by the school's SENDCo in consultation with parents.

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships Education or Health 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 Appendix 6 for terminology used).

The school does not currently deliver additional sex education beyond statutory science. Should this change, parents would be informed and given the opportunity to discuss and, where applicable, request withdrawal in line with statutory guidance.

Safeguarding and Disclosures

All RHE teaching is underpinned by the school's Safeguarding and Child Protection Policy and follows the principles in Keeping Children Safe in Education (2025). Staff understand how to respond to disclosures made during RSHE sessions including those linked to online exploitation, digital abuse or peer pressure. All external visitors delivering RHE are vetted and briefed on safeguarding expectations before working with pupils.

Parental Engagement and Transparency

The school values its partnership with parents and carers. The school consults parents on RHE curriculum content and any policy updates. Teaching materials, lesson plans and resources are available for parents to view on request or via the school website. Parents are informed of upcoming topics so they can support learning at home. The school welcomes feedback and will review parental views annually as part of the policy review process.

Monitoring and Review

This policy will be reviewed on an annual basis by the Relationships and Health Education subject lead, Headteacher and governors. The RHE Lead and senior leaders monitor delivery through lesson observations, staff feedback and pupil voice. Governors receive an annual report on RHE provision and its impact.

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 governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils via newsletter/website.

Links to Other Policies

This policy should be read in conjunction with the following documents:



- Safeguarding and Child Protection Policy
- Online Safety Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND and Inclusion Policy
- Equal Opportunities Policy



Appendix 1 – Consultation Partners

Akaal Primary School
Arboretum Primary School
Becket Primary School
Castleward 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

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 meetings/letters/surveys.

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:

Year 1 statutory requirements



<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
<p>Notes and guidance (non-statutory)</p> <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>

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

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"> • That families are important for children growing up because they can give love, security and stability • 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 	<p>EYFS (non statutory):</p> <p>My Mum/ My Dad – Anthony Browne Owl Babies – Martin Waddell Monkey Puzzle – Julia Donaldson Stick Man – Julia Donaldson One Family - George Shannon Hug – Jez Alborough Love Makes a Family – Sophie Beer Children to share photos of their family members</p>



<p>together and sharing each other's lives</p> <ul style="list-style-type: none"> • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>Key Stage 1 (Year 1 and 2):</p> <p>Same, Same but different by Jenny Sue Kosteci-Shaw Guess How Much I Love You by Sam McBratney The great big book of families by Mark Hoffman and Ros Asquith The Smeds and the Smoos by Julia Donaldson Families, Families, Families - Suzanne Lang and Max Lang Mum and Dad Glue – Kes Gray Create a family portrait</p>
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Caring Relationships:

Statutory Content	Resources
<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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 	<p>EYFS (non statutory):</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 BBC Friendship Video Trust- Little Red Riding Hood and the Big Bad Wolf</p> <p>Key Stage 1 (Year 1 and 2):</p> <p>BBC Video where two children discuss their friendships- Children's discussions about their own friendships. Creating own class resource- What makes a good friend- list ingredients. BBC Video to start 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...' 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 Giving advice on how to be a caring friend. The Squirrels Who Squabbled – Rachel Bright</p>



Respectful Relationships:

Statutory Content	Resources
<ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>EYFS (non statutory):</p> <p>Learning the names of our new friends Respecting one another and the classroom provision Using manners at lunchtime and around school Anti-Bullying Alliance- Resources for Anti-Bullying Week 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>Key Stage 1 (Year 1 and 2):</p> <p>Same similar different activity (p66 PSHE Matters) Elmer – David McKee Anti-Bullying Alliance- Resources for Anti-Bullying Week Thought shower for classroom – What are good manners? Stereotypes- Amazing Grace stories by Mary Hoffman Giraffes Can't Dance – Giles Andrae 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>

Online Relationships:

Statutory Content	Resources
<ul style="list-style-type: none"> • 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. • That people sometimes behave differently online, including by pretending to be someone they are not. 	<p>EYFS (non statutory):</p> <p>Education for a Connected World (publishing.service.gov.uk) Webster's Friend – Hannah Whaley Webster's Email – Hannah Whaley Project evolve toolkit www.projectevolve.co.uk/toolkit Think u know www.thinkuknow.co.uk https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ 4-5 (video about watching videos) Safer Internet Day- annually resources</p>



<ul style="list-style-type: none"> • 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. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online. 	<p>Key Stage 1 (Year 1 and 2):</p> <p>Education for a Connected World (publishing.service.gov.uk) Project evolve toolkit www.projectevolve.co.uk/toolkit Think u know www.thinkuknow.co.uk https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ 5-6 (video about sharing pictures) Safer Internet Day- annually resources Chicken Clickin - Jeanne Willis Troll Stinks – Jeanne Willis When Charlie McButton Lots Power – Suzanne Collins Own it: Making the internet a kinder place video</p>
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Being Safe:

Statutory Content	Resources
<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources. 	<p>EYFS (non statutory):</p> <p>Bog Baby – Jeanne Willis What is a secret? Discussion Privacy- Using the toilets Little Red Riding Hood NSPCC – PANTS What is a secret? Discussion and should we keep secrets? Privacy- Using the toilets NSPCC – Speak Out, Stay Safe Discussion about who to go to in school for advice help- links with Anti-Bullying Week- see Anti-Bullying Alliance resources</p> <hr/> <p>Key Stage 1 (Year 1 and 2):</p> <p>NSPCC – PANTS What is a secret? Discussion and should we keep secrets? Privacy- Using the toilets NSPCC – Speak Out, Stay Safe Discussion about who to go to in school for advice help- links with Anti-Bullying Week- see Anti-Bullying Alliance resources</p> <p>Year 2 only: The Baby's Catalogue – Allan Ahlberg (external body parts)</p>

Changing Adolescent Body:

Statutory Content	Resources



<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. Notice that animals, including humans, have offspring which grow into adults. 	<p>EYFS (non statutory): Titch – Pat Hutchins Pants – Giles Sharratt When I'm Big – Debbie Gliori Still Stuck – Shinsuke Yoshitke Jaspers Beanstalk – Nick Butterworth</p> <p>Key Stage 1 (Year 1 and 2): BBC lifecycles – Bitesize https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/ztckqt The Baby's Catalogue – Allan and Janet Ahlberg</p>
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Mental Wellbeing:

Statutory Content	Resources
<ul style="list-style-type: none"> That mental wellbeing is a normal part of daily life, in the same way as physical health. 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. 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. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors, community participation, voluntary and 	<p>EYFS (non statutory): Feelings Fans- naming feelings Children's Mental Health Week Resources Anti-Bullying Week Resources Go Noodle Mindfulness and exercise activities Peace Out - Cosmic Kids The Colour Monster – Anna Llenas The Love Monster – Rachel Bright The Kuala Who Could – Rachel Bright How do you feel? – Anthony Browne Pip and Posy books – Axel Sheffler <ul style="list-style-type: none"> The New Friend – Jealousy The Super Scooter - Cross The Big Balloon - Sad and Disappointment Elmer – David McKee Can I build another me – Shinuske Yoshitake Amazing Grace – Mary Hoffman I don't want curly hair – Giles Andre Barry the Fish with Fingers – Sue Hendra Lucy's Blue Day - A Children's Mental Health Animated Short - YouTube</p>



<p>service-based activity on mental wellbeing and happiness.</p> <ul style="list-style-type: none"> • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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>Key Stage 1 (Year 1 and 2):</p> <p>Feelings Fans- naming feelings SEAL Photo cards-identifying feelings Children's Mental Health Week Resources Anti-Bullying Week Resources Go Noodle Mindfulness and exercise activities What is a hobby?-Circle time- 'My hobby is...' The Colour Monster – Anna Llenas Lucy's Blue Day - A Children's Mental Health Animated Short - YouTube 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"> • That for most people the internet is an integral part of life and has many benefits. • 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 	<p>EYFS (non statutory):</p> <p>Links to Anti-Bullying Week, Child Mental Health Week and Safer Internet Day https://www.thinkuknow.co.uk/ Webster's Friend – Hannah Whaley Webster's Email – Hannah Whaley Education for a Connected World (publishing.service.gov.uk)</p>



<p>own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> • 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. • Why social media, some computer games and online gaming, for example, are age restricted. • 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. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online. 	<p>Key Stage 1 (Year 1 and 2):</p> <p>Links to Anti-Bullying Week, Child Mental Health Week and Safer Internet Day https://www.thinkuknow.co.uk/ Chicken Clickin - Jeanne Willis Troll Stinks – Jeanne Willis When Charlie McButton Lots Power – Suzanne Collins Education for a Connected World (publishing.service.gov.uk)</p>
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Physical Health and Fitness:

Statutory Content	Resources
<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • 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. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>EYFS (non statutory):</p> <p>Take 10 Sensory Circuits Links during Child Mental Health Week Cosmic Kids Yoga GoNoodle</p> <hr/> <p>Key Stage 1 (Year 1 and 2):</p> <p>Take 10 Sensory Circuits Links during Child Mental Health Week Cosmic Kids Yoga GoNoodle 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"> • What constitutes a healthy diet). • The principles of planning and preparing a range of healthy meals. 	<p>EYFS (non statutory):</p> <p>Food- https://www.nhs.uk/change4life Healthy Eating Resources The Very Hungry Caterpillar – Eric Carle Handa's Surprise – Eileen Browne</p>



<ul style="list-style-type: none"> The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>Oliver's Vegetables – Vivian French Supertato – Sue Hendra Kitchen Disco – Clare Foges</p> <p>Key Stage 1 (Year 1 and 2): Food- https://www.nhs.uk/change4life Healthy Eating Resources 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"> How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination. 	<p>EYFS (non statutory): Sun Safe resources Teeth Resources Can't You Sleep Little Bear – Martin Waddell Peace At Last – Jill Murphy</p> <p>Key Stage 1 (Year 1 and 2): Sun Safe resources Teeth Resources</p>

Basic First Aid:

Statutory Content	Resources
<ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>EYFS (non statutory): Zog and the Flying Doctors – Julia Donaldson Six Dinner Sid – Inga Moore Goldilocks and the Three Bears Nursery rhymes: Miss Polly Had a Dolly, London's Burning Peppa Goes to... - book series</p>



	<p>Key Stage 1 (Year 1 and 2):</p> <p>Who to go to in school if you hurt yourself. Calling 999 in an emergency. Red Cross Life Live it: Stay safe</p>
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Life Processes and Reproduction:

Statutory Content	Resources
<ul style="list-style-type: none"> Describe the life process of reproduction in some plants and animals /describe the changes as humans develop to old age. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 	<p>EYFS (non statutory):</p> <p>The Very Hungry Caterpillar – Eric Carle Observing changes in animals – caterpillars, chicks, tadpoles Observing photographs – me then (baby); me now (child) – parents and grandparents</p>
	<p>Key Stage 1 (Year 1 and 2):</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 (two year long-term plan for mixed aged classes)

EYFS

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

Key Stage 1

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 (Changes: Transition to new school)

Appendix 6 – Vocabulary List

Nursery	Reception	Key Stage 1 (Year 1 and Year 2)
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<p>toilet wee poo hungry thirsty family mummy daddy grandparent brother sister happy washing hands sad</p>	<p>boy girl doctor nurse hospital dentist medicine toothbrush toothpaste poorly exercise sun cream feelings happy sad calm angry scared</p>	<p>money rules young old grow same different kind unkind friend friendship hair face teeth money washing/bathing brushing teeth getting dressed</p>	<p>male female gender medicine germs emergency poorly dangerous safe exercise risk sun safety hygiene emotions worried anxious uncomfortable private physical characteristics</p>	<p>choice bully bullying compassion respect recycling environment physical characteristics rules similar secret body parts stereotypes *vagina *penis *Year 2 only</p>
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**Year 2 only*