



Relationship and Health Education Policy Statement

Bramley Church of England (VA) Infant and Nursery School

"Your word is a lamp to guide me and a light for my path." Psalm 119(105)
Rooted in Christian values, seek within, wonder why, reach out, aim high.

Policy from **effective** June 2021

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Version	Description of change	Author	Approved
2.0	Reformatting and standardisation of language.	Shona Taylor	C&L Committee, June 2021
1.0	Original version.	Elaine Spick	Governing Body, June 2020

**“Your word is a lamp to guide me and a light for my path.”
Psalms 119 (105)**

Rooted in Christian values

Seek within

Wonder why

Reach out

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Rationale

As a maintained primary school, Bramley Church of England (VA) Infant and Nursery School (the School) must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017¹.

However, the School is not required to provide sex education but it does need to teach the elements of sex education contained in the science curriculum.

In teaching Relationship, Sex and Health Education (RSHE), the School must have regard to guidance² issued by the secretary of state as outlined in section 403 of the Education Act 1996³.

The School teaches RSHE as set out in this policy.

The School undertakes to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)⁴.

The core purpose of RSHE is to support pupils with their physical, emotional, moral and spiritual development by teaching clear facts, and enabling them to develop skills, positive attitudes and values. Pupils will then make informed decisions about their wellbeing, health and relationships and build their self-efficacy.

The School believes that effective RSHE should provide knowledge about the development of the child to the adult. The School wants to enable children to build good friendships and encourage loving relationships, make responsible and informed choices and decisions about their behaviour and lives, now and in the future, understand the physical and emotional changes that take place during the process of growing up and help children be safe.

This policy is in line with the government regulations and statutory guidance on Relationship and Sex Education (published February 2019) and has been written with the involvement of the School's staff, parents & carers and members of the Governing Body and in line with the Equalities Act 2010⁵.

The term sex education refers to the teaching of information relating to growth and development, personal relationships, personal rights and responsibilities as well as reproduction. It is always taught taking full account of the age and maturity of the children. Relationships Education is compulsory in all primary schools in England and Health Education is compulsory in all state-funded schools. However, Sex Education is not compulsory in primary schools. Parents do not have the right to withdraw their child from relationships and health education.

¹ [Children and Social Work Act 2017 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2017/62/section/34)

² [Relationships \(and sex\) education and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682222/Relationships_and_sex_education_and_health_education_-_GOV.UK.pdf)

³ [Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/56/section/403)

⁴ [RSHE Principles and Charter 0.pdf \(churchofengland.org\)](https://www.churchofengland.org/media/1000/RSHE-Principles-and-Charter-0.pdf)

⁵ [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/15)

Definition of Relationships Education

We will teach the fundamental building blocks and characteristics of positive relationships, with particular reference to:

- **friendships**
- **family relationships**
- **relationships with other children**
- **relationships with other adults**

Responsibilities

Governors:

- Will ensure that there is an effective and up to date school policy in place, in line with Department for Education (DfE) requirements and school ethos.
- Will monitor how well the policy is used to plan and deliver the RSHE policy.
- Will ensure effective self-evaluation.

Headteacher will ensure that:

- Staff and parents are informed about the School's RSHE Policy.
- The policy is being implemented and reflects the government guidance⁶.
- Parents/carers are aware that the school recognises the important role and responsibility that parents have as first teachers of RSHE.
- All staff are well trained to recognise signs of neglect, physical, mental, emotional & sexual abuse, including possibility of Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE) and how to respond to concerns appropriately and promptly.
- The Headteacher and Special Educational Needs and Disability Co-ordinator (SENDCo) will work with the class teacher to ensure appropriate provision is made for pupils with Special Educational Needs and Disability (SEND) so that they can access and engage with the RSHE curriculum appropriately.

Class teachers will ensure that:

- They plan and deliver engaging and effective lessons so that children achieve the outcomes of this RSHE policy.
- They take account of this policy and the statutory guidance for RSHE when planning and delivering lessons.

All school adults will ensure that:

- The RSHE policy is promoted in daily interactions with children that model and support the school ethos and values.
- Any questions and observations raised by the children will be dealt with honestly, with clarity and in an age-appropriate way, in line with this policy.
- They use their discretion and professional judgment in answering questions and will seek guidance, where necessary, from the Headteacher or RSHE lead.

⁶ [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education)

- They identify which questions need to be addressed later on or on an individual basis rather than in a classroom situation.
- Their personal belief and attitudes do not prevent the teaching of RSHE in line with this policy.

Safeguarding

In cases of suspected abuse or disclosures of abuse the procedure described in the School's Child Protection & Safeguarding Policy will be adhered to. The subject of sexual abuse will not be included in the curriculum; however, all staff will be vigilant. If the teacher feels that a child is at risk, they will follow the School's child protection procedures.

Curriculum Overview

RSHE is an important part of the School's curriculum. RSHE is not taught as a separate subject but is fully integrated into the wider curriculum such as:

- Personal, Social, Health, Economic (PSHE)
- Science
- Circle times
- Stories and role play
- Physical education
- Topic work
- Collective worship
- Computing/e-safety

The National Curriculum in England (DfE Sept 2013) states that every school must offer a curriculum which is balanced and broadly based and which:

- "Promotes the spiritual, moral, cultural and mental and physical development of pupils at the School and of society,"
- "Prepares pupils at the School for the opportunities, responsibilities and experiences of later life."
- "Instils the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance."

The PSHE Association scheme is used as a basis for the School's PSHE lessons, following the three core areas of: health and well-being; relationships and living in the wider world. A variety of resources will be used to supplement this, including; Social and Emotional Aspects of Learning (SEAL) and materials on the Goodness and Mercy website. Lessons are generally class based, although collective worship may be used.

PSHE underpins the curriculum and is central to the School's Christian distinctiveness. In line with the School's Equality and Diversity policy, the full PSHE curriculum is open and accessible to all pupils.

The School's curriculum plans below identify the different opportunities and places throughout the year where teachers will deliver elements of the RSHE curriculum. The plan outlines the existing PSHE curriculum.

Other adults, such as a visiting school nurse or other health professionals, may also be involved in the teaching of RSHE using resources and materials appropriate for the age group they are working with. Any teaching by outside professionals will be overseen by the School's staff and be guided by this policy.

Often teaching will be 'ad hoc', e.g. in response to a child's question or in discussion about a story or an event.

See curriculum overview in appendix 1.

Links with other policies

This policy is linked to the school's:

- Safeguarding policy
- E-safety policy
- Children missing in education policy
- Equality and diversity policy

	Year 1	Year 2
	Health and Wellbeing	
Healthy Lifestyles physical wellbeing –	<p>H1 what keeping healthy means; different ways to keep healthy</p> <p>H4 why sleep is important and different ways to rest and relax</p> <p>H5 simple hygiene routines that can stop germs from spreading</p> <p>H6 that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H8 keep safe in the sun and protect skin from sun damage</p> <p>H9 different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10 people who help us to stay physically healthy</p>	<p>H2 foods that support good health and the risks of eating too much sugar(science)</p> <p>H3 how physical activity helps us to stay healthy; ways to be physically active every day</p> <p>H4 why sleep is important and different ways to rest and relax</p> <p>H5 simple hygiene routines that can stop germs from spreading (science)</p> <p>H6 that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7 dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health(science)</p> <p>H8 keep safe in the sun and protect skin from sun damage</p> <p>H9 different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV (link to computing)</p>
Mental health	<p>H11 different feelings that humans can experience</p> <p>H12 how to recognise and name different feelings</p> <p>H13 feelings can affect people's bodies and how they behave</p> <p>H14 to recognise what others might be feeling</p> <p>H15 recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16 ways of sharing feelings; a range of words to describe feelings</p>	<p>H11 different feelings that humans can experience (extend vocab)</p> <p>H12 how to recognise and name different feelings (extend)</p> <p>H13 feelings can affect people's bodies and how they behave (extend)</p> <p>H14 to recognise what others might be feeling</p> <p>H15 recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16 ways of sharing feelings; a range of words to describe feelings</p> <p>H17 things that help people feel good</p>

	<p>H17 things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with their family, getting enough sleep)</p> <p>H18 different things they can do to manage big feelings, to help calm themselves down/or change their mood when they don't feel good</p> <p>H19 recognise when they need help with feelings; that it is important to ask for help with feelings; how to ask for it</p> <p>H20 about change and loss (including death); identify feelings associated with this; to recognise what helps people to feel better (transition/Easter?)</p>	<p>(e.g. playing outside, doing things they enjoy, spending time with their family, getting enough sleep)</p> <p>H18 different things they can do to manage big feelings, to help calm themselves down/or change their mood when they don't feel good</p> <p>H19 recognise when they need help with feelings; that it is important to ask for help with feelings; how to ask for it</p> <p>H20 about change and loss (including death); identify feelings associated with this; to recognise what helps people to feel better (transition/Easter?)</p>
<p>Ourselves, growing and changing</p>	<p>H21 recognise what makes them special</p> <p>H23 identify what they are good at, what they like and dislike</p> <p>H24 how to manage when finding things difficult</p> <p>H25 to name the main parts of the body including external genitalia (science) –</p> <p>H26 growing and changing from young to old and how people's needs change</p> <p>H27 about preparing to move to a new class/year group</p>	<p>H22 recognise the ways in which we are all unique</p> <p>H24 how to manage when finding things difficult (revisit)</p> <p>H26 growing and changing from young to old and how people's needs change</p> <p>H27 about preparing to move to a new class/year group</p>
<p>Keeping safe</p>	<p>H29 to recognise risk in simple everyday situations and what action to take to minimise harm (RA/FS and ongoing)</p> <p>H30 how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches) - FS</p> <p>H32 ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33 people whose job it is to keep us safe</p>	<p>H28 rules and regulations that keep us safe</p> <p>H29 to recognise risk in simple everyday situations and what action to take to minimise harm (RA/FS and ongoing)</p> <p>H30 how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches) - FS</p> <p>H31 household products (including taking medicines) can be harmful if not used correctly</p> <p>H32 ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>

	<p>H34 basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them (computing)</p> <p>H35 what to do if there is an accident and someone is hurt (in school)</p>	<p>H34 basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them (computing)</p> <p>H35 what to do if there is an accident and someone is hurt (not in school)</p> <p>H36 How to get help in an emergency (how to dial 999 and what to say)</p> <p>H37 about things that people can put into their body or on their skin; how these can affect how people feel</p>
Relationships		
Families and close positive relationships	<p>R1 about the roles different people (acquaintances, friends, relatives) play in our lives</p> <p>R2 to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3 about different types of families including those that may be different to their own</p> <p>R4 to identify common features of family life</p> <p>R5 that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>R3 about different types of families including those that may be different to their own</p> <p>R5 that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>
Friendships	<p>R6 about how people make friends and what makes a good friendship</p> <p>R7 about how to recognise when they or someone else feels lonely and what to do</p> <p>R8 simple strategies to resolve arguments between friends positively</p> <p>R9 how to ask for help if a friendship is making them feel unhappy</p>	<p>R6 about how people make friends and what makes a good friendship</p> <p>R7 about how to recognise when they or someone else feels lonely and what to do</p> <p>R8 simple strategies to resolve arguments between friends positively</p> <p>R9 how to ask for help if a friendship is making them feel unhappy</p>
Managing hurtful behaviour and bullying	<p>R10 that our bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11 about how people may feel if they experience hurtful behaviour or bullying</p>	<p>R10 that our bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11 about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12 that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately</p>

	<p>R13 to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15 how to respond safely to adults they don't know R16 about how to respond if physical contact makes them feel uncomfortable or unsafe R17 about knowing there are situations when they should ask for permission and also when their permission should be sought R18 about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually) R19 basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20 what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>excluding others is not acceptable; how to report bullying; the importance of a trusted adult</p> <p>R14 that sometimes people may behave differently online, including by pretending to be someone they are not R15 how to respond safely to adults they don't know R16 about how to respond if physical contact makes them feel uncomfortable or unsafe R17 about knowing there are situations when they should ask for permission and also when their permission should be sought R18 about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually) R19 basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20 what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>
Respecting self and others	<p>R21 about what is kind and unkind behaviour and how this can affect others R22 about how to treat themselves and others with respect; how to be polite and courteous R23 to recognise the ways in which they are the same and different to others R24 how to listen to other people and play and work cooperatively</p>	<p>R21 about what is kind and unkind behaviour and how this can affect others R22 about how to treat themselves and others with respect; how to be polite and courteous R23 to recognise the ways in which they are the same and different to others R24 how to listen to other people and play and work cooperatively R25 how to talk about and share their opinions on things that matter to them</p>
Living in the Wider World		
Shared responsibilities	<p>L1 about what rules are, why they are needed and why different rules are needed for different situations</p>	<p>L1 about what rules are, why they are needed and why different rules are needed for different situations</p>

	<p>L2 how people and other living things have different needs; about the responsibilities of caring for them (science) L3 about the things they can do to help look after their environment (school and village)</p>	<p>L2 how people and other living things have different needs; about the responsibilities of caring for them (science) L3 about the things they can do to help look after their environment (extend to wider environment)</p>
Communities	<p>L4 about the different groups they belong to L5 about the different roles and responsibilities people have in their community (links to Year 1 unit What is a Church? RE) L6 to recognise the ways they are the same as, and different to, other people (links with R23)</p>	<p>L4 about the different groups they belong to L5 about the different roles and responsibilities people have in their community L6 to recognise the ways they are the same as, and different to, other people (links with R23)</p>
Media literacy and digital resilience	<p>L7 about how the internet and digital devices can be used safely to find things out and to communicate with others (computing) L8 about the role of the internet in everyday life (computing)</p>	<p>L7 about how the internet and digital devices can be used safely to find things out and to communicate with others (computing) L8 about the role of the internet in everyday life (computing) L9 that not all information seen online is true</p>
Economic wellbeing: Money	<p>L10 what money is; forms that money comes in; that money comes from different sources (maths)</p> <p>L12 about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p>	<p>L11 that people make different choices about how to save and spend money L12 about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13 that money needs to be looked after; different ways of doing this</p>
Economic wellbeing: Aspirations, work and career	<p>L14 that everyone has different strengths (visitors)</p> <p>L16 different jobs that people they know or people who work in the community do (link to people who help) L17 about some of the strengths and interests someone might need to do different jobs (visitor link)</p>	<p>L14 that everyone has different strengths (visitors) L15 that jobs help people to earn money to pay for things L16 different jobs that people they know or people who work in the community do (link to people who help) L17 about some of the strengths and interests someone might need to do different jobs (visitor link and own aspirations based on strengths?)</p>

Appendix 2 - DfE RSE and Health Education outcomes (2019)

By the end of primary school:

Families and people who care for me

Pupils should know:

- 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; and
- 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

Pupils should know:

- 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; and
- 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.

Respectful relationships

Pupils should know:

- 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; and
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- 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; and
- how information and data is shared and used online.

Being Safe

Pupils should know:

- 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; and
- where to get advice e.g. family, school and/or other sources.

*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.