



Odessa Infant School: Relationship and Health Education (RHE) Policy

Person responsible for RHE in school:	Heema Popat/SLT
Date ratified by governors:	June 17 th 2021
When the policy will be reviewed:	September 2021
Shared with staff:	October 2020
Consultation with parents:	November 2020 March 21

Aims and Objectives of RHE

- To teach high quality, age appropriate, pupil-sensitive, evidence-based RHE.
- To demonstrate a respect for the law and all communities that call Newham home.
- To help pupils to learn about themselves and the world they live in.
- To help children reach their own informed views and choices for a healthier lifestyle.
- To give them the skills, understanding and information they need for life.
- To help them stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives.
- To develop respect and care for others and themselves.
- To develop the skills relevant to promote effective management of relationships e.g. communication, empathy towards others, decision-making, seeking help and helping others.

Statutory content:

By law infant schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. At Odessa we acknowledge that parents/carers are a child's first and most effective educators and so we will ensure that we have regular meetings with parents/carers to present our RHE curriculum as well as hear from parents/carers about any concerns or questions they may have.

Why are we teaching RHE?

RHE is a statutory requirement for all primary schools in England. The law, National RHE guidance, and the National Curriculum set out by the DFE as well as, the school ethos and policies already developed, informs the teaching of RHE at Odessa Infant school.

- Our children are growing up in an increasingly complex world with new opportunities but also new challenges.
- We, as a school, want our pupils to flourish in the world in which they find themselves and to present a curriculum, which gives them the skills and knowledge to do that.
- RHE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills, which lead to them being able to sustain healthy and strong relationships.

RHE Curriculum

When will RHE be taught?

- During science/computing/PSHE
- During book based learning (core books)
- End of the day story time
- Circle time activities
- PE sessions
- Mindfulness
- Whole school assemblies

Who will be teaching RHE?

Class teachers who have received training prior to delivering the curriculum will teach the RHE curriculum.

What training will staff be given?

All staff will receive RHE training on a regular basis, updating them on policy and curriculum content, supporting them to deliver high quality, sensitive and impactful lessons.

What is taught in each year group?

Foundation Year (Reception class):

There is a statutory curriculum for the Foundation Stage that must be taught in all maintained schools. The following parts of the statutory Foundation Stage Curriculum have links with RHE.

Personal, Social and Emotional Development	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings Form positive relationships with adults and other children. Children talk about how they and others show feelings. Talk about their own and others' behaviour and its consequences. To know that some behaviour is unacceptable They work as part of a group or class and understand and follow the rules.
Communication and Language	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
Physical Development	Children know the importance for good health, of physical exercise and a healthy diet. Talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Knowledge and Understanding of the World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

National Curriculum KS1 (Year 1 and 2)

Science:

At Key Stage 1, the National Curriculum for Science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age.

Year 1	Year 2
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Notice that animals, including humans, have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

* There continues to be no right to withdraw from National Curriculum Science.

Computing:

To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

That for most people the internet is an integral part of life and has many benefits

Health Education:

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils will recognise what is 'normal' and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

* There continues to be no right to withdraw from Health Education

Relationship Education:

The focus at Odessa Infants is to teach our pupils the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Pupils are made aware that there are many ways which family units can be different, but what underlies a healthy family is love and respect for one another.

<p>Families and people who care for us</p>	<p>Pupils should know: That families are important for children growing up because they can give love, security and stability. 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.</p>
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<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive to 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 acceptable. 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 and how to seek help or advice from others, if needed</p>
<p>Respectful Relationships</p>	<p>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 importance of self-respect and how this links to their own happiness. That in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.</p>
<p>Being safe</p>	<p>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. Explain the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 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>

Safeguarding

Safeguarding is an important aspect of the lessons taught as part of RHE at Odessa. Our safeguarding policy will be applied to, and supported by, all aspects of RHE and any disclosures or issues arising as part of RHE will be dealt with in line with our safeguarding policy.

The Department for Education has also published non-statutory guidance for schools about what should be covered in Personal, Social, Health and Economic Education (PSHE). This includes the following:

The names of the main parts of the body

The process of growing from young to old and how people's needs change

Rules for and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe

Recognise how their behaviour affects other people

Listen to other people, and play and learn cooperatively

Identify and respect the differences and similarities between people

That family and friends should care for each other

That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

Equality

The school will comply with the relevant requirements of the Equality Act 2010: schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, gender, race, disability, religion or belief.

The delivery of the content of RHE will be made accessible to all pupils, including those with SEND. It is the aim of the school to ensure that lessons for SEND pupils will be purposeful and developmentally appropriate.

Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will continue to keep Odessa a safe, inclusive and caring place for all our pupils.

Monitoring evaluation and assessment

We ensure that all pupils have equal access to the RHE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, age and personal circumstances.

Class teachers assess pupils' understanding and progress through formative and summative processes. These include drawings, task outcomes, questioning and observation.

To ensure that the teaching and learning in RHE is of the highest standard, the RHE curriculum leader will monitor it.

Resources

The school is not a member of any specific PSHE scheme of work, but rather have tailored the learning to be specific and relevant to our pupils. We will draw upon a variety of resources, primarily books.

It is the role of the RHE subject lead to ensure that resources are appropriate and up to date for the school's use in teaching RHE.

It is the aim of our school to provide all our pupils with high quality, pupil sensitive, evidence based on age and developmentally appropriate RHE that is sensitive and considerate of our pupils' backgrounds and needs.

If there are any questions about what we teach and why then please contact Clare Barber Head Teacher.

Appendix

Documents taken into consideration when preparing this policy:

Statutory guidance on RHE 2019. Relationship Education, Relationships and Sex Education and Health Education Statutory Guidance for the governing bodies, proprietors, head teachers, senior leadership teams and teachers

Equality Act 2010 and The Public Sector Equality Duty 2014

School Ethos and educational aims

The teaching of RHE at Odessa is delivered within and influenced by all relating school policies

-Behaviour policy

-Anti-bullying policy

-Safeguarding/Child Protection policy

-Health and safety policy