

Mrs Bland's Infant and Nursery School

Relationships & Health Education Policy



Policy Date: September 2020

Policy Ratified: September 2021

Policy Review Date: September 2022

Relationships Education and Health Education policy

Relationships Education and Health Education are now compulsory in all state-funded primary schools. This is because it is important that all children understand how to stay safe and healthy while managing their personal, social and academic lives in a positive way. Relationships Education and Health Education will be taught sensitively, inclusively and respectfully at a level which is appropriate for the age and developmental stage of the children.

At Mrs Bland's Infant school, Relationships Education focuses on the development of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy through teaching Health Education. Teaching about mental wellbeing is central in supporting the children to develop into happy, healthy individuals. The children will be supported in developing resilience which will help them make informed decisions. Children will learn the importance of tolerance and respect. For the reasons above, there will not be an option for children to withdraw from Relationships Education or Health Education.

Relationships Education and Health Education will be made accessible for all pupils. This will be achieved through differentiating and personalising learning opportunities to ensure all content and teaching is developmentally appropriate for all children. Relationships Education and Health Education complement several national curriculum subjects. The school will continually look for opportunities to draw links between the subjects and integrate teaching where appropriate.

The role of parents in the development of their children's understanding about relationships and health is vital. The school encourages parental engagement with the children's Relationships Education and Health Education through the school's open door policy.

Relationships Education

Every half term, the PSHE lead will meet with a small group of children from each year group within the school. The purpose of these meetings will be to assess children's understanding of the topic being taught. The findings will be used to inform future learning.

A different topic will be taught each half-term and these topics will be reviewed as appropriate throughout the year. The objectives for the children's learning are set out below.

Autumn term 1. Caring friendships

In Nursery and Reception, pupils will learn:

- 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.

In Year One, pupils will learn:

- 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.

In Year Two, pupils will learn:

- 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.

Autumn term 2. Families and people who care for me

In Nursery and Reception, pupils will learn:

- 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.

In Year One, pupils will learn:

- 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.

In Year Two, pupils will learn:

- 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.

Spring term 1. Respectful relationships

In Nursery and Reception, pupils will learn:

- 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, including the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.

In Year One, pupils will learn:

- 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. The children will talk about this in the context of 'People who help us', and discuss why it is important to follow advice of those in positions of authority as these decisions are often made to keep us safe.

In Year Two, pupils will learn:

- 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.

Spring term 2. Online relationships

In Nursery and Reception, pupils will learn:

- 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.

In Year One, pupils will learn:

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. We will encourage all children to share any concerns about their safety when online with a trusted adult so the adult can support the child with responding appropriately.

In Year Two, pupils will learn:

- 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.

Summer term 1. Being safe

In Nursery and Reception, pupils will learn:

- 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. This will be taught using the NSPCC's PANTS resources (these can be found on the NSPCC website).

In Year One, pupils will learn:

- 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.

In Year Two, pupils will learn:

- 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.

During summer term 2, the children will be supported with their transition into their classes.

Primary-age pupils may ask questions which go beyond the objectives outlined in Relationships Education. In these instances, teachers will consider the developmental stage of the child and may explore topics on a one-to-one or small group basis where this is considered appropriate. It is important that any questions the children pose are addressed to avoid pupils turning to inappropriate sources of advice. In such instances, the parents will be informed of any learning which arises beyond that of the proposed curriculum, to ensure the school and home environment provide a consistent approach and message. Teaching methods may vary based on the developmental stage of pupils and will be differentiated as necessary according to any Special Educational Needs or Disabilities pupils have, in line with the agreed strategies already in place to support the pupils in their learning. Any additional SEND support must have been agreed by parents, in line with The Equality Act (2010) and the Department for Education guidance for schools.

Physical health and mental wellbeing

At Mrs Bland's school, we teach pupils about physical health and mental wellbeing to provide them with the information that they need to make positive decisions about their own health and wellbeing. The purpose of this teaching is to enable children to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

In line with the school's behaviour policy, the children will be taught strategies to help them develop their ability to self-regulate and develop self-control. This will be achieved through promoting a calm and rational response to setbacks and challenges consistently throughout the school.

Pupils will be encouraged to openly explore the topic of mental health in order to achieve a secure understanding and ensure all children seek the necessary help and advice when learning how to promote their own good mental health and wellbeing. Teaching will always aim to reduce any stigma attached to health issues, particularly those relating to mental wellbeing.

Emphasis will be placed on teaching the characteristics of good physical health and mental wellbeing. Teaching aims to ensure pupils understand that mental wellbeing is a normal part of daily life, in the same way as physical health.

In order to encourage openness, physical health and mental wellbeing will be taught on a regular basis, at least once a week. This may be taught as a separate topic or integrated with other subjects where appropriate. The class teacher will assess which strategies are appropriate, including whole class, group or one-to-one learning opportunities based on their knowledge of the children in the class. A different topic will be taught each half-term and these topics will be reviewed as appropriate throughout the year. The objectives for the children's learning are set out below.

Autumn term 1: Mental wellbeing

In Nursery and Reception, pupils will learn:

- 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.

In year one, pupils will learn:

- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. At Mrs Bland's Infant school we will encourage children to talk about their feelings and behaviours to help them understand how to respond safely and appropriately to different emotions.
- 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 and the benefits of hobbies and interests.

In year two, pupils will learn:

- 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.

Autumn term 2: Internet safety and harms

In Nursery and Reception, pupils will learn:

- that for most people the internet is an integral part of life and has many benefits.

In Year One, pupils will learn:

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- 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.

In Year Two, pupils will learn:

- why social media, some computer games and online gaming, for example, are age restricted.

Spring term 1: Physical health and fitness

In Nursery and Reception, pupils will learn:

- 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.

In Year One, pupils will learn:

- the risks associated with an inactive lifestyle (including obesity).

In Year Two, pupils will learn:

- how and when to seek support including which adults to speak to in school if they are worried about their health.

Spring term 2: Healthy eating

In Nursery and Reception, pupils will learn:

- what constitutes a healthy diet (including understanding calories and other nutritional content).

In Year One, pupils will learn:

- the principles of planning and preparing a range of healthy meals.

In Year Two, pupils will learn:

- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)

Summer term 1: Health and prevention

Pupils in Nursery and Reception will learn:

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.
- 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.

In Years One and Two, pupils will learn:

- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Summer Term 2: Basic first aid

All pupils will learn:

- how to make a clear and efficient call to emergency services if necessary.

This policy was first drafted by the PSHE lead at Mrs Bland's Infant School alongside the PSHE lead at Garlands Junior School to ensure all statutory objectives will be met during the children's primary education. Any objectives which have not been included in this policy will be taught at Garland Junior School. Parents were then consulted via a letter, which included the proposed policy, and asked to provide feedback. The policy was then amended, taking parental viewpoint into consideration. The policy will be reviewed and updated annually in July by the PSHE lead. At Mrs Bland's school, we have an open door policy which will enable parents discuss the PSHE topics with teachers. Parents have been informed, through this policy, which topics will be taught each half term. The role of parents in children's Relationships Education and Health Education is vital therefore parents are welcomed and encouraged to share their views.