

Town Lane Infant School

Relationships and Health Education Policy



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Statement of intent

At **Town Lane Infant School**, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil.

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

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

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- **Safeguarding Policy**
- **Behaviour Policy**
- **SEND Policy**
- **Anti-Bullying Policy**
- **E-safety Policy**

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The headteacher - Kate Large is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3. The relationships and health education subject leader, Jane Armstrong is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.

- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher - Kate Large.

2.4. The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the **Child Protection and Safeguarding Policy**.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the **SENDCO** to identify and respond to individual needs of pupils with SEND.
- Working with the relationships and health education subject leader to evaluate the quality of provision.

2.5. The **SENDCO** is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

3.1. Every school is required to deliver statutory relationships education and health education.

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

- 3.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s **PSHE curriculum**.
- 3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- 3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.7. The relationships and health curriculum is taught through a scheme called Jigsaw. It is supplemented by staff observations and is tailored to address any issues arising in the school and wider community to ensure it is tailored to pupils’ needs and our curriculum.
- 3.8. We consult with parents, pupils and staff in the following ways:
 - Questionnaires and surveys
 - Meetings
 - Newsletters and letters
- 3.9. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
 - Organising a meeting with the headteacher.
 - Emailing schooloffice@townlane-infant.wirral.sch.uk
- 3.10. The school uses the ‘Jigsaw program of study’ which is a curriculum that is age appropriate for pupils within each year group.
- 3.11. Jigsaw considers the religious backgrounds of all pupils so that the topics that are covered are taught appropriately.

4. Consultation with parents

- 4.1. 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.
- 4.2. The school works closely with parents by establishing open communication.
- 4.3. Parents are provided with the following information on our website:
 - 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 resources that will be used to support the curriculum
- 4.4. The school aims to build positive relationships with parents by inviting them to participate in curriculum evenings to discuss what will be taught and to address any concerns and help parents in managing conversations with their children on the issues and topics covered.

5. Relationships education overview

Families and people who care for me

5.1. By the end of KS1, pupils will have an understanding :

- That families are important for them 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.
- 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

5.2. By the end of KS1, pupils will have an understanding of :

- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

5.3. By the end of KS1, pupils will start to consider:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Being safe

5.4. By the end of KS1, pupils will 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.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and how 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) who 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 and others, and to keep trying until they are heard.

- Where to seek advice, for example, from their family, their school and other sources.

6. Relationships education per year group

- 6.1. The school is free to determine, within the statutory curriculum content outlined in [section 5](#), what pupils are taught during each year group. Town Lane uses a scheme of work called Jigsaw which is an age appropriate scheme divided into topics called puzzles. The Jigsaw puzzle called 'Relationships' is followed.
- 6.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.
- 6.3. Jigsaw is a progressive curriculum and topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to junior school.

Nursery

Weekly Celebration	Pieces	Learning Intentions
Know how to make friends	1. My Family and Me!	I can tell you about my family
Try to solve friendship problems when they occur	2. Make friends, make friends, never ever break friends Part 1	I understand how to make friends if I feel lonely
Help others to feel part of a group	3. Make friends, make friends, never ever break friends Part 2	I can tell you some of the things I like about my friends
Show respect in how they treat others	4. Falling Out and Bullying Part 1	I know what to say and do if somebody is mean to me
Know how to help themselves and others when they feel upset and hurt	5. Falling Out and Bullying Part 2	I can use Calm Me time to manage my feelings
Know and show what makes a good relationship	6. Being the best friends we can be	I can work together and enjoy being with my friends

Reception

Weekly Celebration	Piece	Learning Intentions
Know how to make friends	1. My Family and Me!	I can identify some of the jobs I do in my family and how I feel like I belong
Try to solve friendship problems when they occur	2. Make friends, make friends, never ever break friends Part 1	I know how to make friends to stop myself from feeling lonely
Help others to feel part of a group	3. Make friends, make friends, never ever break friends Part 2	I can think of ways to solve problems and stay friends
Show respect in how they treat others	4. Falling Out and Bullying Part 1	I am starting to understand the impact of unkind words
Know how to help themselves and others when they feel upset and hurt	5. Falling Out and Bullying Part 2	I can use Calm Me time to manage my feelings
Know and show what makes a good relationship	6. Being the best friends we can be	I know how to be a good friend

6.4. Year1

Weekly Celebration	Pieces and Vocabulary	PSHE learning intention
Know how to make friends	1. Families <ul style="list-style-type: none">• <i>Family</i>• <i>Belong</i>• <i>Different</i>• <i>Same</i>	I can identify the members of my family and understand that there are lots of different types of families
Try to solve friendship problems when they occur	2. Making Friends <ul style="list-style-type: none">• <i>Friends</i>• <i>Friendship</i>• <i>Qualities</i>• <i>Caring</i>• <i>Sharing</i>• <i>Kind</i>	I can identify what being a good friend means to me
Help others to feel part of a group	3. Greetings <ul style="list-style-type: none">• <i>Greeting</i>• <i>Touch</i>• <i>Feel</i>• <i>Texture</i>• <i>Like</i>• <i>Dislike</i>	I know appropriate ways of physical contact to greet my friends and know which ways I prefer

<p>Show respect in how they treat others</p>	<p>4. People Who Help Us</p> <ul style="list-style-type: none"> • <i>Help</i> • <i>Helpful</i> • <i>Community</i> • <i>Feelings</i> 	<p>I know who can help me in my school community</p>
<p>Know how to help themselves and others when they feel upset or hurt</p>	<p>5. Being My Own Best Friend</p> <ul style="list-style-type: none"> • <i>Confidence</i> • <i>Praise</i> • <i>Qualities</i> • <i>Skills</i> • <i>Self belief</i> • <i>Incredible</i> • <i>Proud</i> 	<p>I can recognise my qualities as a person and a friend</p>

6.5. Year2

Weekly Celebration	Pieces <i>and Vocabulary</i>	PSHE learning intention	Social and emotional development learning intention
<p>Know how to make friends</p>	<p>1. Families</p> <p><i>Family</i> <i>Different</i> <i>Similarities</i> <i>Special</i> <i>Relationship</i> <i>Important</i> <i>Cooperate</i></p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p>	<p>I accept that everyone's family is different and understand that most people value their family</p>

<p>Try to solve friendship problems when they occur</p>	<p>2. Keeping Safe - exploring physical contact</p> <p><i>Touch</i> <i>Physical contact</i> <i>Communication</i> <i>Hugs</i> <i>Like</i> <i>Dislike</i> <i>Acceptable</i> <i>Not acceptable</i></p>	<p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p>	<p>I know which types of physical contact I like and don't like and can talk about this</p>
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<p>Help others to feel part of a group</p>	<p>3. Friends and Conflict</p> <p><i>Friends</i> <i>Likes/dislikes</i> <i>Conflict</i> <i>Point of view</i> <i>Positive problem solving</i></p>	<p>I can identify some of the things that cause conflict with my friends</p>	<p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p>
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<p>Show respect in how they treat others</p>	<p>4. Secrets</p> <p><i>Secret</i> <i>Surprise</i> <i>Good secret</i> <i>Worry secret</i> <i>Telling</i> <i>Adult</i> <i>Trust</i> <i>Surprised</i> <i>Happy</i> <i>Sad</i> <i>Frightened</i></p>	<p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p>	<p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</p>
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Know how to help themselves and others when they feel upset or hurt	5. Trust and Appreciation <i>Trust</i> <i>Trustworthy</i> <i>Honesty</i> <i>Reliability</i>	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone
Know and show what makes a good relationship	6. Celebrating My Special Relationships <i>Compliments</i> <i>Celebrate</i> <i>Positive</i> <i>Negative</i> <i>Appreciate</i> Puzzle Outcome: Relationship Flag/Bunting	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others

7. Health education overview

7.1. The focus at infant level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

7.2. By the end of primary school pupils will know:

- 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 and nervousness.
- The scale of emotions that humans experience in response 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, and 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.
- How isolation and loneliness can affect children and that it is very important they 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, who in school they should speak to if they are worried about themselves or others.

Internet safety and harms

7.3. By the end of KS1, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

7.4. By the end of KS1, pupils will know:

- 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 by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

7.5. By the end of KS1, pupils will know:

- What constitutes a healthy diet, including an understanding of basic nutritional content.
- The principles of planning and preparing a range of healthy meals.

Health and prevention

7.6. By the end of KS1, pupils will know:

- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.
- 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 and viruses, how they are spread and treated, and the importance of hand washing.

8. Health education per year group

8.1. The school is free to determine, within the statutory curriculum content outlined in [section 7](#), what pupils are taught during each year group.

8.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

8.3. The school uses the 'Healthy Me' puzzle in Jigsaw which is a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to junior.

Nursery F1

Weekly Celebration	Piece	Learning Intentions
Have made a healthy choice	1. Everybody's Body	I know the names for some parts of my body and am starting to understand that I need to be active to be healthy
Have eaten a healthy, balanced diet	2. We like to move it, move it!	I can tell you some of the things I need to do to be healthy
Have been physically active	3. Food Glorious Food	I know what the word 'healthy' means and that some foods are healthier than others
Have tried to keep themselves and others safe	4. Sweet Dreams	I know how to help myself go to sleep and that sleep is good for me

Know how to be a good friend and enjoy healthy friendships	5. Keeping Clean	I can wash my hands and know it is important to do this before I eat and after I go to the toilet
Know how to keep calm and deal with difficult situations	6. Safe Adult	I know who my safe adults are and how to stay safe if they are not close by me

Reception F2

Weekly Celebration	Piece	Learning Intentions
Have made a healthy choice	1. Everybody's Body	I understand that I need to exercise to keep my body healthy
Have eaten a healthy, balanced diet	2. We like to move it, move it!	I understand how moving and resting are good for my body

Have been physically active	3. Food Glorious Food	I know which foods are healthy and not so healthy and can make healthy eating choices
Have tried to keep themselves and others safe	4. Sweet Dreams	I know how to help myself go to sleep and understand why sleep is good for me

Know how to be a good friend and enjoy healthy friendships	5. Keeping Clean	I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
Know how to keep calm and deal with difficult situations	6. Safe Adults	I know who my safe adults are and how to stay safe if they are not close by me

Year 1

Weekly Celebration	Pieces <i>and Vocabulary</i>	PSHE learning intention	Social and emotional development learning intention
Have made a healthy choice	1. Being Healthy <i>Healthy</i> <i>Unhealthy</i> <i>Balanced</i> <i>Exercise</i> <i>Sleep</i>	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	I feel good about myself when I make healthy choices
Have eaten a healthy, balanced diet	2. Healthy Choices <i>Healthy</i> <i>Unhealthy</i> <i>Balanced</i> <i>Exercise</i> <i>Sleep</i> <i>Choices</i>	I know how to make healthy lifestyle choices	I feel good about myself when I make healthy choices
Have been physically active	3. Clean and Healthy <i>Healthy</i> <i>Clean</i> <i>Body parts</i> <i>Toiletry items, e.g.</i> <i>toothbrush, shampoo,</i> <i>soap</i> <i>Hygienic</i> <i>Safe</i>	I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly	I am special so I keep myself safe
Have tried to keep themselves and others safe	4. Medicine Safety <i>Medicines</i> <i>Healthy</i> <i>Unhealthy</i> <i>Trust</i> <i>Safe</i>	I understand that medicines can help me if I feel poorly and I know how to use them safely	I know some ways to help myself when I feel poorly

<p>Know how to be a good friend and enjoy healthy friendships</p>	<p>5. Road Safety</p> <p><i>Safe Safety Green Cross Code Eyes Ears Look Listen Wait</i></p>	<p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p>	<p>I can recognise when I feel frightened and know who to ask for help</p>
<p>Know how to keep calm and deal with difficult situations</p>	<p>6. Happy, Healthy Me</p> <p><i>Keeping clean Healthy</i></p> <p>Assessment Opportunity</p> <p>Puzzle outcome: Keeping clean and healthy</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>	<p>I can recognise how being healthy helps me to feel happy</p>

Year 2

<p>Weekly Celebration</p>	<p>Piece and Vocabulary</p>	<p>PSHE learning intention</p>	<p>Social and emotional development learning intention</p>
<p>Have made a healthy choice</p>	<p>1. Being Healthy</p> <p><i>Healthy choices Lifestyle Motivation</i></p>	<p>I know what I need to keep my body healthy</p>	<p>I am motivated to make healthy lifestyle choices</p>

Have eaten a healthy, balanced diet	2. Being Relaxed <i>Relax</i> <i>Relaxation</i> <i>Tense</i> <i>Calm</i>	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	I can tell you when a feeling is weak and when a feeling is strong
Have been physically active	3. Medicine Safety <i>Healthy</i> <i>Unhealthy</i> <i>Dangerous</i> <i>Medicines</i> <i>Safe</i> <i>Body</i>	I understand how medicines work in my body and how important it is to use them safely	I feel positive about caring for my body and keeping it healthy

Have tried to keep themselves and others safe	4. Healthy Eating <i>Healthy</i> <i>Unhealthy</i> <i>Balanced diet</i> <i>Portion</i> <i>Proportion</i>	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy	I have a healthy relationship with food and know which foods I enjoy the most
Know how to be a good friend and enjoy healthy friendships 	5. Healthy Eating <i>Healthy</i> <i>Unhealthy</i> <i>Balanced diet</i> <i>Energy</i> <i>Fuel</i> <i>Nutritious</i>	I can make some healthy snacks and explain why they are good for my body	I can express how it feels to share healthy food with my friends

9. Sex education

- 9.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum. At infant level, this means we will teach the scientific name for male and female body parts. Children in Year 1 and 2 will learn the correct terminology for the body parts. Children also learn how bodies changes as it grows from being a baby to old age (**this does NOT include puberty and the reproductive process**).

9.2. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

9.3. At Town Lane Infant School, we **do not** teach pupils sex education beyond what is required of the science curriculum. Children are simply taught the correct name for male and female body parts during PHSE lessons using the '**Changing Me**' puzzle in the Jigsaw scheme. (See below). 9.4. **F1**

Weekly Celebration	Piece	Learning Intentions
Understand that everyone is unique and special	1. My Body	I can name parts of my body and show respect for myself
Can express how they feel when change happens	2. Respecting My Body	I can tell you some things I can do and some food I can eat to be healthy
Understand and respect the changes that they see in themselves	3. Growing Up	I understand that we all start as babies and grow into children and then adults

Understand and respect the changes that they see in other people	4. Growth and Change	I know that I grow and change
Know who to ask for help if they are worried about change	5. Fun and Fears	I can talk about how I feel moving to School from Nursery
Are looking forward to change	6. Celebration	I can remember some fun things about Nursery this year

F2

Weekly Celebration	Piece	Learning Intentions
Understand that everyone is unique and special	1. My Body	I can name parts of the body
Can express how they feel when change happens	2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy

Understand and respect the changes that they see in themselves	3. Growing Up	I understand that we all grow from babies to adults
Understand and respect the changes that they see in other people	4. Fun and Fears Part 1	I can express how I feel about moving to Year 1
Know who to ask for help if they are worried about change	5. Fun and Fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1
Are looking forward to change	6. Celebration	I can share my memories of the best bits of this year in Reception

Year1

Weekly Celebration	Pieces and Vocabulary	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. Life cycles <ul style="list-style-type: none"> • <i>Changes</i> • <i>Life cycle</i> • <i>Baby</i> • <i>Adulthood</i> 	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK

<p>Can express how they feel when change happens</p>	<p>2. Changing Me</p> <ul style="list-style-type: none"> • <i>Change</i> • <i>Life cycle</i> • <i>Baby Adult</i> • <i>Grown up</i> 	<p>I can tell you some things about me that have changed and some things about me that have stayed the same</p>	<p>I know that changes are OK and that sometimes they will happen whether I want them to or not</p>
<p>Understand and respect the changes that they see in themselves</p>	<p>3. My Changing Body</p> <ul style="list-style-type: none"> • <i>Baby</i> • <i>Growing up</i> • <i>Adult</i> • <i>Change</i> 	<p>I can tell you how my body has changed since I was a baby</p>	<p>I understand that growing up is natural and that everybody grows at different rates</p>
<p>Understand and respect the changes that they see in other people</p>	<p>4. Boys' and Girls' Bodies</p> <ul style="list-style-type: none"> • <i>Male</i> • <i>Female</i> • <i>Penis</i> • <i>Testicles</i> • <i>Vulva</i> • <i>Vagina</i> • <i>Anus</i> 	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p>	<p>I respect my body and understand which parts are private</p>
<p>Know who to ask for help if they are worried about change</p>	<p>5. Learning and Growing</p> <p>Puzzle Outcome: Piece 5 Flowers</p> <ul style="list-style-type: none"> • <i>Learn</i> • <i>New</i> • <i>Grow</i> • <i>Change</i> 	<p>I understand that every time I learn something new I change a little bit</p>	<p>I enjoy learning new things</p>

Are looking forward to change	6. Coping with Changes Assessment Opportunity <ul style="list-style-type: none"> • <i>Change</i> • <i>Feelings</i> • <i>Anxious</i> • <i>Worried</i> • <i>Excited</i> • <i>Coping</i> 	I can tell you about changes that have happened in my life	I know some ways to cope with changes
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Year2

Weekly Celebration	Pieces and Vocabulary	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. Life Cycles in Nature <ul style="list-style-type: none"> • <i>Change</i> • <i>Grow</i> • <i>Life cycle</i> • <i>Control</i> • <i>Baby</i> • <i>Adult</i> • <i>Fully grown</i> 	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this

<p>Can express how they feel when change happens</p>	<p>2. Growing from Young to Old</p> <ul style="list-style-type: none"> • <i>Growing up</i> • <i>Old</i> • <i>Young</i> • <i>Change</i> • <i>Respect</i> • <i>Appearance</i> • <i>Physical</i> 	<p>I can tell you about the natural process of growing from young to old and understand that this is not in my control</p>	<p>I can identify people I respect who are older than me</p>
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<p>Understand and respect the changes that they see in themselves</p>	<p>3. The Changing Me</p> <ul style="list-style-type: none"> • <i>Baby</i> • <i>Toddler</i> • <i>Child</i> • <i>Teenager</i> • <i>Adult</i> • <i>Independent</i> • <i>Timeline</i> • <i>Freedom</i> • <i>Responsibilities</i> 	<p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p>	<p>I feel proud about becoming more independent</p>
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<p>Understand and respect the changes that they see in other people</p>	<p>4. Boys' and Girls' Bodies</p> <ul style="list-style-type: none"> • <i>Male</i> • <i>Female</i> • <i>Penis</i> • <i>Testicles</i> • <i>Vulva</i> • <i>Vagina</i> • <i>Anus</i> • <i>Public</i> • <i>Private</i> 	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private</p>	<p>I can tell you what I like/don't like about being a boy/girl</p>
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<p>Know who to ask for help if they are worried about change</p>	<p>5. Assertiveness</p> <ul style="list-style-type: none"> • <i>Touch</i> • <i>Texture</i> • <i>Cuddle</i> • <i>Hug</i> • <i>Squeeze</i> • <i>Like</i> • <i>Dislike</i> • <i>Comfortable</i> • <i>Uncomfortable</i> 	<p>I understand there are different types of touch and can tell you which ones I like and don't like</p>	<p>I am confident to say what I like and don't like and can ask for help</p>
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<p>Are looking forward to change</p>	<p>6. Looking Ahead</p> <ul style="list-style-type: none"> • <i>Change</i> • <i>Looking forward</i> • <i>Excited</i> • <i>Nervous</i> • <i>Anxious</i> • <i>Happy</i> 	<p>I can identify what I am looking forward to when I move to my next class</p>	<p>I can start to think about changes I will make when I am in my next class and know how to go about this</p>
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10. Delivery of the curriculum

10.1. The relationships and health curriculum will be delivered as part of our **PSHE curriculum**.

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

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

- 10.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development.
- 10.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 10.5. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 10.6. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 10.7. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 10.8. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- 10.9. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's **E-safety Policy**.
- 10.10. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 10.11. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- 10.12. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 10.13. Teachers will focus on the importance healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 10.14. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 10.15. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 10.16. Any resources or materials used to support learning will be formally assessed by the relationships and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

11. Working with external experts

- 11.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- 11.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.
- 11.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 11.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 11.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- 11.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the **Child Protection and Safeguarding Policy**.
- 11.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

12. Equality and accessibility

- 12.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
 - Age
 - Sex or sexual orientation
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
- 12.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 12.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.
- 12.4. 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.

- 12.5. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.
- 12.6. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust **Behavioural Policy**, as well as a **Child Protection and Safeguarding Policy**, which set out expectations of pupils.

13. Curriculum links

- 13.1. The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 13.2. Relationships and health education will be linked to the following subjects in particular:
- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age.
 - **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
 - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
 - **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

14. Withdrawing from the subjects

- 14.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

15. Behaviour

- 15.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 15.2. Any bullying incidents caused as a result of the relationships and health education programme will be dealt with as seriously as other bullying incidents within the school.
- 15.3. These incidents will be dealt with following the processes in our **Behavioural Policy** and **Anti-Bullying Policy**.

16. Staff training

- 16.1. Staff members undergo training from the subject leader to ensure they are up to date with the relationship and health education programme and associated issues.

16.2. Members of staff responsible for teaching the subjects will have access to online training resources to ensure they are fully equipped to teach the subjects effectively.

17. Confidentiality

17.1. Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

17.2. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's **Child Protection and Safeguarding Policy**.

17.3. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the **DSL** and handled in accordance with the **Child Protection and Safeguarding Policy**.

18. Monitoring quality

18.1. The **relationships and health education subject leader** is responsible for monitoring the quality of teaching and learning for the subjects.

18.2. The **relationships and health education subject leader** will conduct subject monitoring, which will include a mixture of the following:

- Pupil voice
- Learning visits
- Work scrutiny

18.3. The **relationships and health education subject leader** will create reports for the headteacher and governing board to report on the quality of the subjects.

18.4. The **relationships and health education subject leader** will work regularly and consistently with the headteacher and governors, e.g. through review meetings to evaluate the effectiveness of the subjects and implement any changes.

19. Monitoring and review

19.1. This policy will be reviewed on an annual basis by the **relationships and health education subject leader** and headteacher.

19.2. 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.

19.3. The governing board is responsible for approving this policy.

19.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.