Nurtured we thrive

Relationships and Health Education (RHE) Policy

Compassion, Responsibility, Justice, Forgiveness

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Position	PSHE Subject Leader
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Key Stage 1 Medium Term Planning (including relationships education)

Statement of intent

At Thurnham Church of England Infant School, we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

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 education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based RHE 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

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

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE 'Science programmes of study: key stages 1 and 2'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:

- Child Protection Policy
- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Strategy
- Anti-bullying Policy
- Online Safety Policy
- Complaints Policy
- PSHE Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the school and monitors any aspects of RHE included within the School Development Plan.
- 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.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.

- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The RHE subject leader will be responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.
- 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.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The SENCo will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of resources in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

Class teachers will be responsible for:

- Delivering a high-quality and age-appropriate RHE 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, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCo to identify and respond to individual needs of pupils with SEND.
- Working with the RHE subject leader to evaluate the quality of provision.

Parents are responsible for:

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of curriculum content, organisation and delivery.
- Fostering an open home environment where pupils can engage, discuss and continue to learn about topics that have been taught in school.
- Liaising with the school to seek additional support if needed.

3. Organisation of the RHE curriculum

The school understands that it is required to deliver statutory relationships education and health education, and that it has the freedom to determine how this will be taught in the context of a broad and balanced curriculum.

The school will organise the teaching of RHE as part of the PSHE Curriculum.

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.
- "**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.

The relationships and health education curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

The school will teach pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. Teaching will be age appropriate and will focus on ensuring pupils understand boundaries and privacy with peers, families and others, in all contexts, including online.

The school will consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Emailing Mrs T Johnstone, School Secretary: manager@thurnham-infant.kent.sch.uk
- Submitting written feedback in letter form to the School Office.
- Organising a meeting with the headteacher.

4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the RHE curriculum.

The school will consult with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

The school will be mindful of the personal circumstances of all pupils to ensure there is no stigmatisation based on home circumstances, support networks or family needs.

Parents will be provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects (see *section 9* below)
- Access to resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them to discuss what will be taught, address any concerns and provide access to curriculum materials. Curriculum materials may be viewed once requested from a child's class teacher. The school will also help parents in managing conversations with their children on the issues covered by the curriculum.

Parents will also be consulted regarding the review of this policy and encouraged to provide their views at any time.

5. Relationships education overview

Families and people who care for me

Through the curriculum, pupils will be taught:

- That families are important for them growing up safe and happy because they can provide love, security and stability.

- The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and 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

Through the curriculum, pupils will be taught:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- Skills for developing caring and kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Through the curriculum, pupils will be taught:

- How to pay attention to the needs and preferences of others, including in families and friendships – including discussions around how to balance the needs and wishes of different people in these relationships and why this can be complicated.

- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect.
- How to manage feelings, including disappointment and frustration.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different, make other choices, or have different preferences or beliefs.
- About the practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness – including opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity through developing skills and interests.
- About the different types of bullying, including online, the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Through the curriculum, pupils will be taught:

- That people should be respectful and kind in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous.
- How the internet and digital devices can be used to safely and respectfully communicate with others.
- How to critically evaluate online relationships and sources of information, including awareness that sometimes people may behave differently online and people may pretend to be someone that they are not.
- How to recognise harmful content or harmful contact, and how to report this.
- How rules and age restrictions help protect children's wellbeing online; why it is important to limit time on and take breaks from digital devices.
- About the importance of exercising caution about sharing any information about themselves online, that some personal details should be kept private online and that anything shared may be used or shared by others.
- About the benefits and risks of watching videos or playing games online.

- That the internet contains content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

Through the curriculum, pupils will be taught:

- When to ask for permission and when others should ask for theirs, how to give or not give permission safely and respectfully.
- 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 that there are differences between safe or unsafe touch (NSPCC PANTS rule).
- That some parts of the body are private, to be able to name these private parts of the body.
- Basic strategies for resisting pressure to do something they do not want to do, makes them feel uncomfortable or unsafe.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- What is meant by a trusted adult and how to ask for help from them.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard, and where to get advice, e.g. family, school or other sources.

6. Relationships education per year group

The school is free to determine, within the statutory curriculum content outlined in the *Relationships education overview* (section 5, above), what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing smooth transitions between years.

An outline of the content of Relationships education taught school across Key Stage 1 can be found in Appendix, below.

7. Health education overview

Health education will start with the benefits and importance of physical activity, good nutrition and sufficient sleep, and support pupils to develop emotional awareness. The school will emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity

and time spent outdoors. Care will be taken to avoid exposing pupils to concepts which are not appropriate for them.

General wellbeing

Through the curriculum, pupils will be taught:

- About the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness.
- About simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- That mental wellbeing is a normal part of daily life, in the same way as physical health. Being aware of thoughts and feelings can help someone manage them and is an important part of keeping healthy and well.
- About the range and scale of emotions that they might experience in different situations.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- Simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings, that the brain can get better at remembering how to use these strategies.
- That change and loss, including bereavement, can provoke a range of feelings, how change and loss can affect people and who can help.
- About preparing to move to a new class or year group and how to manage feelings during times of change.
- Who they can speak to if they are finding things difficult or needing help with feelings and how to ask for help.

Internet safety and harms

See *online safety and awareness,* above.

Physical health and fitness

Through the curriculum, pupils will be taught:

- What being healthy means and how physical activity helps people to stay healthy.
- Ways to be physically active every day.
- 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.

Healthy eating

Through the curriculum, pupils will be taught:

- That there are different types of food and drink with different tastes and textures, and people enjoy different foods.
- That food and drink comes from different sources and that some foods can be changed (e.g. grain into bread).
- That what someone eats can affect their health, which food and drinks support good health, what constitutes a healthy diet, including eating a range of foods and the effects of consuming too much sugar.
- When and how children can make choices about what they eat and drink and who can help them make healthier choices.

Drug education

Through the curriculum, pupils will be taught:

- That medicines can help people to stay healthy and to feel better if they are unwell.
- That some things that go into our bodies can be harmful and how we might know if something is harmful.
- To recognise risk in relation to medicine, cleaning fluids and other potentially harmful produces that may be in the home.
- What to do and who to tell if they are at risk.

Health and prevention

Through the curriculum, pupils will be taught:

- Who can help us stay healthy and who can help if we are hurt or unwell.
- How to keep safe and well in the sun and how to protect the skin from sun damage.
- About the importance of sufficient good-quality sleep for good health and practical steps for improving sleep such as routines, resting and relaxing.
- 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.

- About immunisation and vaccination, aligned with when vaccinations are offered to pupils.
- Who to talk to if they are worried about their health.

Personal safety

Through the curriculum, pupils will be taught

- What rules are, some basic safety rules and how different people can help us keep safe.
- About hazards that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe in busy places, around roads, railways, including level crossings, and water, including the water safety code.
- About the people whose job it is to keep children safe and how to get help from an adult in an accident or emergency.
- How to make an emergency phone call.

Developing bodies

By the end of primary school, pupils will know:

- About growing and changing from young to old and how people's needs change.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples, and that all of these parts of the body are private.
- The facts about the menstrual cycle, including physical and emotional changes.

8. Health education per year group

The school is free to determine, within the statutory curriculum content outlined in *Health education overview* (section 7, above) what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

An outline of the content of Health education taught at the school across Key Stage 1 can be found in Appendix A, below.

9. Sex education and parents' right to withdraw

As an infant school, we only offer statutory Relationships education. Therefore, parents do not have the right to withdraw from the curriculum we offer for this subject. Parents will be given every opportunity to understand the purpose and content of Relationships Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

10. Delivery of the curriculum

The RHE curriculum will be delivered by teachers as part of our PSHE curriculum.

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Through effective organisation and delivery of the subject, the school 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, 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.

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. The school will ensure 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. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Opportunities to teach safeguarding

Further to the prescribed curriculum for RHE, teaching will focus on safeguarding and preventative education.

The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online, at an age-appropriate level.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.

Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.

The school will have a clear set of values and standards which will be underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RHE curriculum.

The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate.

Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of on a weekly basis for Key Stage 1.
- Circle time.
- Use of external agencies and/or services as appropriate.
- School ethos
- Small group work
- Cross curricular links
- Enrichment days

Equality

The school will comply with relevant requirements of the Equality Act 2010, including the public sector equality duty when teaching RHE.

The school will ensure topics in RHE are taught in a way which does not discriminate against pupils or amount to harassment.

Pupils will understand the importance of equality and respect and begin to understand that these are legally protected characteristics by the end of Key Stage 1.

The Law

It is important for pupils to know what the law says about relationships and young people, as well as broader safeguarding issues. The school curriculum will include teaching pupils about a range of important facts, including, but not limited to, the rules regarding personal information, pictures, videos and other material using technology. This will help pupils to identify what is right and wrong in law, but it can also be useful in providing a good foundation of knowledge for deeper discussion about all types of relationships.

Religion and belief

RHE in the school will be delivered sensitively, taking account of the religious backgrounds of pupils and ensuring compliance with the Equality Act 2010, including recognising religion or belief as a protected characteristic.

Pupils with SEND

The school will develop and deliver RHE in a way that is accessible for pupils with SEND and will support them to prepare for adulthood, in line with the SEND Code of Practice (0 to 25 years).

The school will recognise that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other related risks. RHE will therefore be particularly important for these pupils, including those with social, emotional and mental health needs or learning disabilities, and teaching will be planned to provide appropriate support, safeguarding, and opportunities to build understanding and confidence. The school will use safeguarding procedures and sensitive teaching approaches to create a safe and supportive environment for discussion.

Dealing with difficult questions

The school will ensure that teachers delivering RHE will feel confident and supported to lead lessons and respond appropriately to pupils' questions.

The school will recognise that where a teacher does not feel confident leading discussion, this may affect pupils' engagement and learning.

The school will provide regular professional development to support effective delivery of RHE, including training on confidentiality, establishing ground rules, handling sensitive or controversial issues, and responding to awkward or difficult questions.

Pupils may ask questions that go beyond the RHE curriculum content covered by the school. In these situations, the school will ensure that staff will respond in a way that supports the pupil and maintains an appropriate learning environment. Where staff feel a question is not suitable to address in class, they may defer it and seek advice from the RHE subject leader or the safeguarding lead.

Where appropriate, pupils may be encouraged to speak with their parents/carers or a trusted adult, and the school will signpost to internal or external support services when needed. The school will recognise that unanswered questions may lead pupils to seek information from unreliable or inappropriate sources, including online, and will ensure that staff will receive guidance and training on how to handle such situations safely and sensitively.

If a pupil asks a question or makes a comment that raises a safeguarding concern, the school will respond in line with its Child Protection Policy. Staff will not promise confidentiality and will explain, where appropriate, that they may need to share information with the DSL in order to keep the pupil safe. Any concern, disclosure or indication that a pupil may be at risk of harm (including sexual abuse, exploitation, harmful sexual behaviour, or self-harm) will be reported to the DSL without delay and recorded in accordance with the school's safeguarding policy. Staff will follow the school's child protection and safeguarding procedures at all times.

11. Working with external experts

The school may invite guest speakers into school engage with children on issues related to RHE. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery if requested.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 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.
- 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 Policy.

12. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

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. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements its Behaviour Policy, as well as a Child Protection Policy, which set out expectations of pupils.

The school understands that RHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager to discuss this.

13. Curriculum links

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE will be linked to the following subjects in particular:

- **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.
- **Science** – humans and their life cycle.

14 Behaviour

The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff and be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

15. Staff training

As stated above, teachers will be responsible for delivering the teaching of the PSHE (including RHE) curriculum. They will undergo training regarding the RHE programme and associated issues to ensure they are fully equipped to teach the subjects effectively.

Training will also be scheduled around any updated guidance on the programme and any new developments which may need to be addressed in relation to the programme.

16. Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection Policy should be followed.

Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy.

17. Quality of education

The RHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments, which may include a mixture of the following:

- Self-evaluations
- Lesson observations
- Feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RHE subject leader will also work regularly and consistently with the headteacher to evaluate the effectiveness of the subjects and implement any changes.

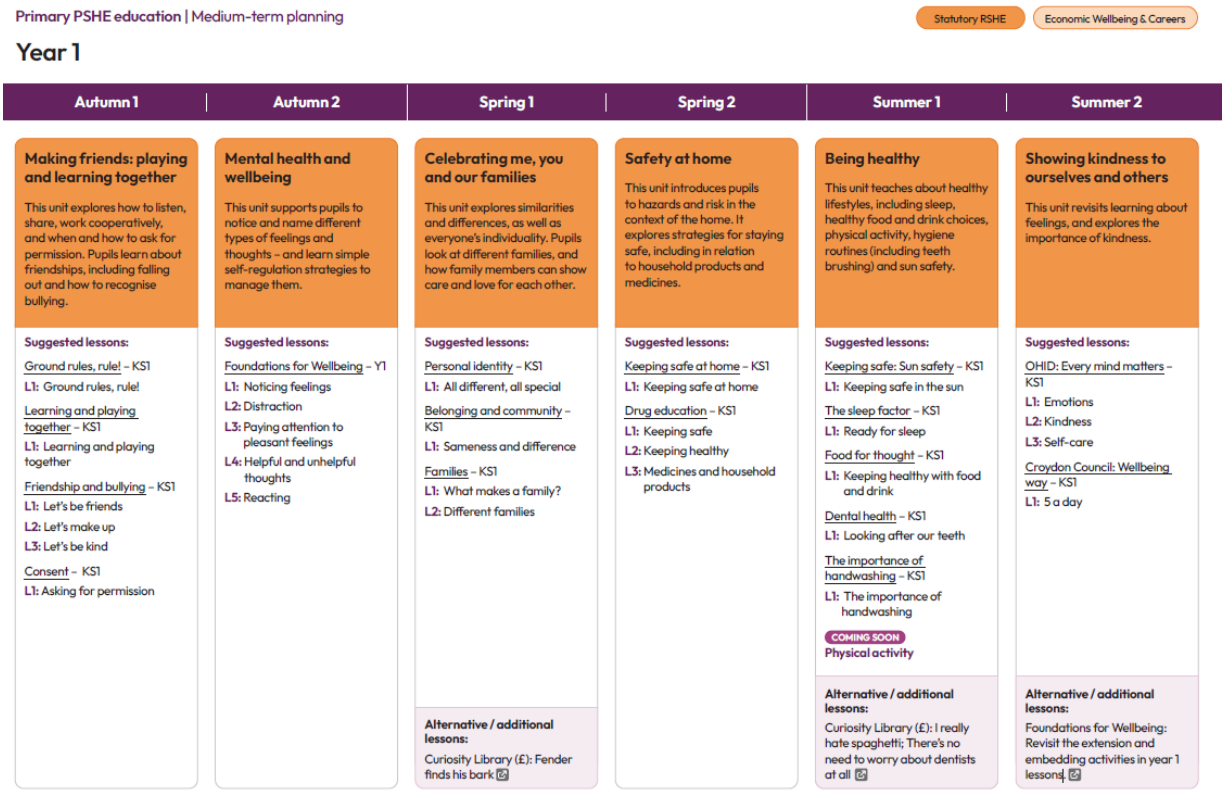
18. Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RHE subject leader and headteacher. The next scheduled review date for this policy is set out on the cover sheet. 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.

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

Appendix A – Key Stage 1 Medium Term Planning (including relationships education)

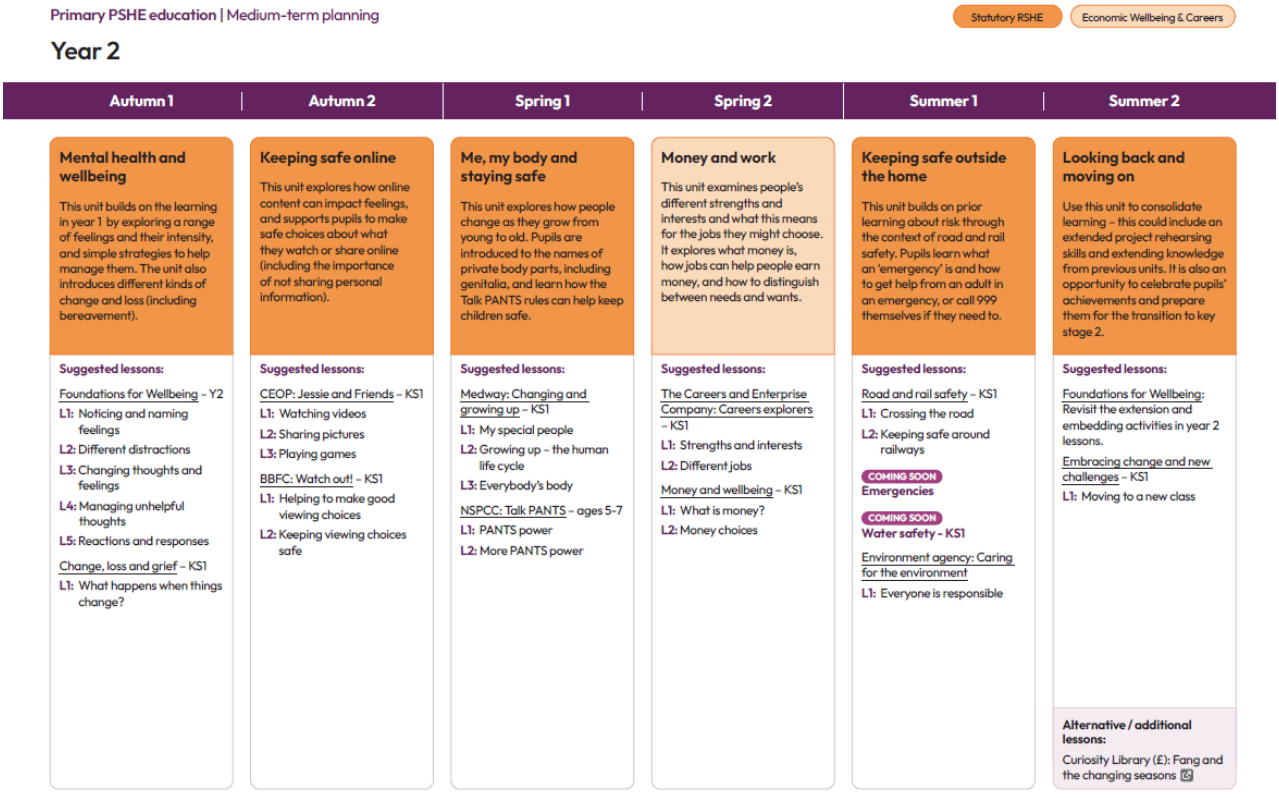


Primary PSHE education | Medium-term planning

Statutory RSHE | Economic Wellbeing & Careers

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Making friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.	**Mental health and wellbeing** This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.	**Celebrating me, you and our families** This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.	**Safety at home** This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	**Being healthy** This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.	**Showing kindness to ourselves and others** This unit revisits learning about feelings, and explores the importance of kindness.
Suggested lessons: Ground rules, rule! – KS1 L1: Ground rules, rule! Learning and playing together – KS1 L1: Learning and playing together Friendship and bullying – KS1 L1: Let's be friends L2: Let's make up L3: Let's be kind Consent – KS1 L1: Asking for permission	**Suggested lessons:** Foundations for Wellbeing – Y1 L1: Noticing feelings L2: Distraction L3: Paying attention to pleasant feelings L4: Helpful and unhelpful thoughts L5: Reacting	**Suggested lessons:** Personal identity – KS1 L1: All different, all special Belonging and community – KS1 L1: Sameness and difference Families – KS1 L1: What makes a family? L2: Different families **Alternative / additional lessons:** Curiosity Library (£): Fender finds his bark	**Suggested lessons:** Keeping safe at home – KS1 L1: Keeping safe at home Drug education – KS1 L1: Keeping safe L2: Keeping healthy L3: Medicines and household products	**Suggested lessons:** Keeping safe: Sun safety – KS1 L1: Keeping safe in the sun The sleep factor – KS1 L1: Ready for sleep Food for thought – KS1 L1: Keeping healthy with food and drink Dental health – KS1 L1: Looking after our teeth The importance of handwashing – KS1 L1: The importance of handwashing COMING SOON Physical activity **Alternative / additional lessons:** Curiosity Library (£): I really hate spaghetti; There's no need to worry about dentists at all	**Suggested lessons:** OHID: Every mind matters – KS1 L1: Emotions L2: Kindness L3: Self-care Croydon Council: Wellbeing way – KS1 L1: 5 a day **Alternative / additional lessons:** Foundations for Wellbeing: Revisit the extension and embedding activities in year 1 lessons



Primary PSHE education | Medium-term planning

Statutory RSHE | Economic Wellbeing & Careers

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).	**Keeping safe online** This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).	**Me, my body and staying safe** This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	**Money and work** This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	**Keeping safe outside the home** This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.	**Looking back and moving on** Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.
Suggested lessons: Foundations for Wellbeing – Y2 L1: Noticing and naming feelings L2: Different distractions L3: Changing thoughts and feelings L4: Managing unhelpful thoughts L5: Reactions and responses Change, loss and grief – KS1 L1: What happens when things change?	**Suggested lessons:** CEOP: Jessie and Friends – KS1 L1: Watching videos L2: Sharing pictures L3: Playing games BBFC: Watch out! – KS1 L1: Helping to make good viewing choices L2: Keeping viewing choices safe	**Suggested lessons:** Medway: Changing and growing up – KS1 L1: My special people L2: Growing up – the human life cycle L3: Everybody's body NSPCC: Talk PANTS – ages 5-7 L1: PANTS power L2: More PANTS power	**Suggested lessons:** The Careers and Enterprise Company: Careers explorers – KS1 L1: Strengths and interests L2: Different jobs Money and wellbeing – KS1 L1: What is money? L2: Money choices	**Suggested lessons:** Road and rail safety – KS1 L1: Crossing the road L2: Keeping safe around railways COMING SOON Emergencies COMING SOON Water safety - KS1 Environment agency: Caring for the environment L1: Everyone is responsible	**Suggested lessons:** Foundations for Wellbeing: Revisit the extension and embedding activities in year 2 lessons. Embracing change and new challenges – KS1 L1: Moving to a new class **Alternative / additional lessons:** Curiosity Library (£): Fang and the changing seasons