



Lee Brigg Infant and Nursery School Relationships & Health Education Policy

Date	Review Date	Lead	Nominated Governor
January 2024	January 2026	L Tutt	L Prentice

The importance of Relationships Education and Health Education

Since September 2020, Relationships and Health Education has become statutory in all schools across the UK.

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’

(Secretary of State for DFE)

At Lee Brigg Infant & Nursery School we deliver the ‘**1 Decision Programme**’ from Nursery to Year 2 as we are confident that this programme covers all aspects of Relationships and Health Education in an age- appropriate way.

The ‘**1 Decision Programme**’ covers all of the statutory requirements.

The aims of Relationships Education

Below are our aims for the Relationships Education:

Families and people who care for me

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, for example; 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 for them
- that stable, caring relationships, which may be of different types, are at the heart of happy

families, and are important for children's security as they grow up

- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils 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
- 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
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils 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
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of others (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.

Online Relationships

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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being Safe

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. (Related to NSPCC PANTS Programme)
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or 'feeling bad' about any adult
- how to ask for advice or help for themselves or others
- 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

The aims of Health Education

Below are our aims for Health Education:

Mental wellbeing

Pupils will learn:

- that mental wellbeing is considered 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
- 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, 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
- 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

Internet safety and harms

Pupils will learn:

- that for most people the internet is an integral part of life and has many benefits
- 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
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- where and how to report concerns and get support with issues online

Physical health and fitness

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
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils will learn:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils will learn:

- some facts about legal and illegal harmful substances and associated risks, including smoking.

Health and prevention

Pupils will learn:

- how to recognise early signs of physical illness or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancers
- 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
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils will learn:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Content

Early Years Foundation Stage

In EYFS (Early Years Foundation Stage), the resources that we use have been designed to cover a number of key areas, in particular, elements of PSED (Personal, Social & Emotional Development).

We will continue to adapt resources in direct response to the needs of our EYFS and in light of any government policy changes.

The resources used in Nursey and Reception include ***(but are not limited to):***

- Dilemma drops: On these cards each of the Rainbow Drops face a range of dilemmas. As a whole class, in small groups, or individually, children can give their ideas and responses to help each Rainbow Drop. The Rainbow Drop Dilemmas can and will be linked to other activities ongoing in the setting. Other resources include storybooks, animated storybooks and talking/sorting cards linked to the dilemma drops.
- We also use mindfulness videos, which have been specially created to support young children. These videos take children on a journey through a short mindfulness story and are used to support good mental health.

Key stage 1

In Key Stage 1, (Year 1 and 2), children will be taught through discrete topics (as well as ongoing as needs and issues arise). The core of the programme is a series of documentaries and videos with alternative endings, which enable children to explore various topics in a safe, educational environment.

The topics the children will cover are:

- Keeping and staying safe
- Keeping and staying healthy
- Relationships
- Being Responsible
- Feelings and emotions
- Computer safety
- Our World
- Hazard Watch
- Fire Safety

At Lee Brigg Infant and Nursery School, we reflect on the needs of our school community and all teachers are flexible in their delivery. Teachers use baseline assessments to ascertain which area of each topic require a longer and deeper level of learning.

Cross curricular links and the broad and balanced curriculum

Relationship Education and Health Education are not taught in isolation and the curriculum content may also be viewed in:

- Other subjects in the national curriculum.
- During circle times
- Through assemblies
- Links to other topics studied, for example, when looking at equality.

How the subject is monitored and evaluated

The Head of School and the Health and Wellbeing Leader are responsible for the monitoring of the subject. The monitoring will be undertaken through lesson observations, planning scrutiny and pupil voice. Children will be assessed at the start of each topic to help the teacher plan appropriately. Children will also complete self-assessments for each topic.

Equal Opportunities

At Lee Brigg Infant and Nursery School, we are committed to equal opportunities and therefore care will be taken to select the resources and teaching methods which:

- give all children access to the curriculum regardless of gender, ethnicity, race, background or ability
- value different types of family and lifestyles
- encourage children to value one another as individuals
- challenge inappropriate, stereotyped or discriminatory images and views.
- promote equal opportunities through our 'challenge and educate' approach to the curriculum.

Special Educational Needs (SEND)

The school has a comprehensive SEND policy, in which there is a staged process of identification and provision. We strive to meet individual children's needs and plan work that is not only matched to ability but which also develops and extends understanding. We differentiate activities in various ways:

- by outcome
- by the level of language used
- by the level of adult support
- by peer support
- by the use of materials and equipment
- by the use of an alternative recording system or ICT
- by the use of a reward system.

Training

We recognise the need to professionally develop the skills, knowledge and confidence of staff. Teaching staff are supported in their teaching of Relationships & Health Education by having access to appropriate training. This will be decided according to curriculum needs and also in line with individual needs and professional development meetings.

Safeguarding Issues

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home.

They have a right to expect schools to provide a safe and secure environment. Any fears or worries they bring into the classroom will not go unnoticed by staff.

Teachers need to be aware that effective Relationship and Health Education, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue.

The designated person responsible for Safeguarding at Lee Brigg Infant & Nursery School is the Executive Headteacher, with three additional DSL trained staff, (Miss Kilkenny, Mrs Guppy and Mrs Tutt) also in place. All staff in school are aware of the correct procedures in school for reporting their concerns. Regular training takes place (see also the safeguarding policy for school).

Responsibility, Management and Co-ordination

All staff are responsible for upholding this policy. However, day-to-day responsibility is held by the Head of School.

The Head of School along with the Health & Wellbeing Leader will:

- keep up to date with current issues and ideas within relationship, health and sex education
- select and evaluate new materials/resources for all age groups and abilities
- liaise with colleagues about the planning and delivery of classroom activities
- attend relevant courses and disseminate information and ideas to staff
- promote good practice by demonstrating expertise within the classroom
- disseminate to staff new ideas and initiatives
- formulate a written policy in consultation with colleagues and ensure that the policy and related classroom practice remains high profile within school
- review written policy annually and modify accordingly if necessary
- undertake, in consultation with colleagues, an evaluation of the provision to ensure that high standards are achieved throughout the school.

Parental/Carer Involvement

At Lee Brigg Infant and Nursery School, we believe that parents/carers are key to:

- teaching their children about health and relationships
- maintaining the culture and ethos of the family
- helping their children to cope with the emotional and physical aspects of growing

As a school, we firmly believe in working in partnership with parents/carers. We envisage that part of this partnership is that parents/carers remain confident and able to communicate sensitive circumstances to class teachers. This will enable teachers to plan work that is sensitive to the needs and feelings of individual children and families.

Working with the Wider Community

The teaching of Relationship and Health Education can be enhanced by the involvement of additional professionals in the community. Such individuals may include; health professionals, PSHCE advisory staff or representatives from the local churches. We believe that the involvement of professionals complements the school's provision.

Additional Reading

Any professionals involved in delivering Relationships and Health Education programmes are expected to work within the confines of this policy and on the instructions of the Head of School or Executive Headteacher.

A large number of key government documents are closely linked with this policy and you may find the following list useful for further reading:

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers](#)

- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Review of sexual abuse in schools – June 2021
- Promoting Fundamental British Values as part of SMSC (Spiritual, Moral, Social and Cultural Education) in schools
- SMSC requirements for independent schools

Please also refer to our school policies, which can be found on our website:

- Safeguarding
- SEND
- Inclusion
- Equality Statement
- Behaviour