



# **Relationships Education, and Health Education (RHE) Policy**

## **Netherton Infant and Nursery school policy**

Informed by Kirklees policy (12.10.20)

Updated (1.2.24)

Approved/adopted by	Name Governing Body	Date
Last reviewed by/on	Name Emma Barker	Date 1/2/24
Next review date due by 1/2/25		

The policy is informed by [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE, 2019\)](#)

### The rationale for a Netherton Infant and Nursery School policy

- All schools and academies (except for maintained nursery schools) are required to have a written policy for relationships education or relationships and sex education (DfE, para 13/page 11). There is no requirement to include health education.
- This document is designed to support schools in developing or updating their policy for relationships, sex, and health education (RSHE).
- The policy is underpinned by the values and principles outlined in the [Netherton Infant and Nursery School Charter for RSHE](#) (Appendix 1).
- The policy sets out the framework for the relationships and health curriculum, providing clarity on how it is informed, organised, and delivered. **At Netherton Infant and Nursery School, we are not required to teach Sex Education as it is not age appropriate.**
- This policy will be known as the Netherton Infant and Nursery School RHE policy.

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All schools and academies, except maintained nursery schools, are required to have a written policy for relationships and sex education.

This should include:

- A definition of relationships education.
- Requirements on schools in law (e.g. The Equality Act, 2010).
- Content and delivery of RHE (e.g. through science, health education or RHE/PSHE ed).
- Roles and responsibilities (who is responsible for teaching it).
- How the policy was produced (including engagement with parents).

- How the delivery of the content will be made accessible to all pupils including those with SEND.
- How the subject will be monitored and evaluated.
- Confirmation of the review date.

## Legislation and statutory guidance

At Netherpton Infant and Nursery School, we are required to provide relationship education and health education to all pupils.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life...*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

## Definitions

- **RHE:** Relationships and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy links to a wider PSHE education policy.

## Policy development

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The three key stages of policy development:

<b>INFORM</b>	Share the facts about the new guidance, including the statutory content.
<b>CONSULT</b>	Gather stakeholder views (children, staff, parents and Governors)
<b>SUPPORT</b>	Share the policy, resources and activities. Help parents complement the teaching in school

The RHE policy at Netherton Infant and Nursery School has been developed following consultation with the whole school community. The process of policy development involved the following steps:

- A lead member of staff has reviewed the current provision.
- DfE guidance and information about RSHE was shared with stakeholders (staff, parents, and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- Stakeholder engagement sessions were held so everyone could understand what matters to the children, young people, and adults in our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board and RHE working group.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website.

## Statement of intent

This policy outlines the approach to relationships and health education (RHE) at Netherton Infant and Nursery School. It is underpinned by the [Netherton Infant and Nursery Charter for RSHE](#) (principles and values) and complements the vision/value/ethos of Netherton Infant and Nursery School.

Relationships and health education is important at Netherton Infant and Nursery School because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard pupils, so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy.

All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in [Public Sector Equality Duty Guidance for schools in England \(EHRC, 2014\)](#)

## **Roles and responsibilities**

### **a. The Governing Body**

- Ensure the school meets its statutory requirements in relation to relationships education.
- Approve the RHE policy.
- Hold the Headteacher to account for the implementation of the policy (checking the RHE curriculum is well-led and effectively managed).

### **b. The Headteacher**

- The development and implementation of the RHE policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Report to the Governing Board on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis).

### **c. Lead teacher for RSHE**

- Support the development and implementation of the RHE policy.
- Develop the school's RHE curriculum and delivery model.
- Ensure continuity and progression between each year group.
- Work with other teachers (including subject leads) to ensure the RHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RHE.
- Provide teachers with resources to support RHE delivery.
- Monitor and evaluate the effectiveness of RHE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RHE curriculum.

### **d. SENCO**

- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

**e. All teachers of RHE**

- Know and act in accordance with the RHE policy.
- Reflect the law (including the Equality Act 2010) as it applies to relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of RHE.
- Monitor pupil progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about RHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Share any concerns they may have about teaching RHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RHE.

**The RHE curriculum: see Appendix 2 for statutory content (detail) and Appendix 3 for detail of the RHE/PSHE ed. curriculum content at Netherton Infant and Nursery School.**

- The RHE curriculum has been organised in line with the statutory requirements outlined in [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE,2019\)](#)
- DfE update [DfE communication to schools on RSHE implementation](#) (update, June 2020)

**RHE Statutory Content Summary (Primary School)**

**There is no statutory content for sex education.**

<b>Relationships Education (para 62, page 20)</b>	<b>Health Education (para 96, page 32)</b>
<ul style="list-style-type: none"><li>• Families and people who care for me</li><li>• Caring relationships</li><li>• Respectful relationships</li><li>• Online relationships</li><li>• Being safe</li></ul>	<ul style="list-style-type: none"><li>• Internet safety and harms</li><li>• Physical health and fitness</li><li>• Healthy eating</li><li>• <b>Drugs, alcohol and tobacco (KS2)</b></li><li>• Health and prevention</li><li>• <b>Basic first aid (KS2)</b></li><li>• <b>Changing adolescent body (KS2) (including puberty and menstruation)</b></li></ul>

- The content of the RHE curriculum at Netherton Infant and Nursery School is informed by:

- ❖ National guidance and evidence-based research about RHE/PSHE education.
- ❖ Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
- ❖ Relevant health and other data (both local and national).
- ❖ The views of staff, parents, and governors.
- Nationally recognised and/or quality assured resources (e.g. The PSHE Association, NSPCC, CEOP, Stonewall, MindEd). [Annex B Suggested Resources DfE, 2019](#))
- At Netherton Infant & Nursery School our PSHE teaching and learning experiences are taught using Laughology: Happy-Centre Schools programme of study that suits our pupils, school and community, because it dovetails our school ethos, aims and our pupils' needs.
- It is a spiral programme that revisits themes, gradually extending thinking, expanding knowledge and developing skills. We avoid where possible, 'one-off', stand-alone sessions that will not be revisited, and instead make constant links to previous learning and experiences and build upon these across our whole school curriculum.
- The curriculum is sequenced and progressively builds upon prior knowledge.
- The RHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all pupils.
- The content of the RHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
- Any parent, teacher or pupil is encouraged to offer feedback about the RHE curriculum either by email: [office@netherton.tlt.school](mailto:office@netherton.tlt.school) or by phone call: 01484 661832

### **Sex Education**

- Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty in KS2); the reproductive process in some plants and animals.
- All pupils will be taught about relationships education content as outlined in the RHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.

**At Netherton Infant and Nursery School, we do not teach sex education beyond what is required above.**



## **The delivery of the RHE curriculum:**

- Relationships and health education (RHE) will be taught within the personal, social health and economic (PSHE) curriculum/programme and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).
- RHE teaching will promote:
  - ❖ equality and challenge all forms of prejudice and discrimination.
  - ❖ the importance of safe, caring, healthy, positive, and respectful relationships.
- Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RHE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of RHE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support, and resources for RHE.

## **Safeguarding: safe and effective practice**

- RHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.
- In RHE lessons:
  - ❖ Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
  - ❖ Teachers will agree with pupils the limits of confidentiality.

- ❖ Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances.
- ❖ In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context.

## **Engaging stakeholders (parents, staff, and governors)**

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of parents, staff, and governors about RHE have been considered when developing the policy and content of RHE.

**Parents were asked to complete a questionnaire in November 2020, asking 3 questions:**

- 1. How could the school help you to understand more about the new RHE/PSHE curriculum?**
- 2. How would you like the school to reflect your family in our teaching?**
- 3. Would you be part of a focus group?**

**16% of parents responded and 5 parents offered to be part of a focus group.**

**Parental engagement is informed by:**

[DfE Parental engagement](#)

[DfE: Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)

[DfE: Relationships, sex and health education: guides for parents](#)

[PSHE Association: Guide to parental engagement](#)

**Governors were presented with a PowerPoint on February 11<sup>th</sup> 2021 asking for their comments by the 19<sup>th</sup> of February 2021.**

**Staff were given a PowerPoint and Charter to discuss and amend in March 2020.**

**The focus group met via Zoom on 24.3.21. Parents were satisfied with the resources and content structure. No further meeting was planned.**

- The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.
- Our aim at Netherton Infant and Nursery School is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RHE.

- At Netherton Infant and Nursery School, we have worked closely with a focus group of parents when planning and delivering RHE. Parents/carers are provided with the following information:
  - ❖ The content of the RHE curriculum.
  - ❖ The delivery of the RHE/curriculum (including examples of the resources used).
  - ❖ How to support/complement RHE teaching at home.
- In addition to their involvement in developing the RHE policy, parents/carers are provided with frequent opportunities to understand, ask questions, or express any concerns about RHE.
- If parents/carers have concerns about any aspect of the RHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- Parents/carers contacting the school about RHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

### **Faith and cultural perspectives on RHE**

- Teaching RHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
- RHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- A diverse range of resources is being developed that will be used so every child and family feels included, respected, and valued.
- Parents and carers are key partners in RHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.

### **The right to be excused from sex education**

- Science, relationships, and health education are statutory at primary school from September 2020.
- Parents are not able to withdraw their child from any aspect of relationships education or health education (**which includes learning about the changing adolescent body, puberty, and menstruation in KS2**) or any content delivered through the national curriculum science programme.

## **Monitoring the quality of provision for RHE**

- The subject lead for RHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The RHE link governor will meet with the subject lead to discuss the effectiveness of RHE curriculum.
- The subject lead will report to the Headteacher and governing body on the quality of provision and effectiveness and highlight any concerns.

## **Policy review**

- The governing body is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Body.
- The review should consider any changes to statutory guidance; feedback from children, parents or staff; and the school context.

## **Appendix 1: Netherton Infant and Nursery School Charter for Relationships Education, and Health Education (RHE)**

### **Background**

- We want all children and young people in Netherton Infant and Nursery School to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This Netherton Infant and Nursery School Charter sets out the values and principles that we believe underpin an effective RHE curriculum.
- The charter was developed in partnership between the local authority, teachers in Kirklees and other groups including our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system

## Netherton Infant and Nursery School

### Charter for Relationships and Health Education (RHE)

#### Our values and principles

1. RHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed.) programme. The curriculum should be planned and timetabled across both key stages. RHE needs to be given enough curriculum time to cover the breadth of issues in relationships and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
2. RHE will be embedded within the whole school curriculum (e.g. aspects of relationships education may be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, governors and parents before drafting their RHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
4. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RHE. Their views should be considered when planning RHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.
5. School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RHE.
6. Schools must develop an RHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans.
7. RHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed.; information about the law/legal rights including the Equality Act 2010; relevant health and

other data (both local and national); nationally recognised/quality assured resources.

8. School leaders will decide the content of the RHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
9. The RHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
10. All teachers of RHE should have access to high quality professional development (training) in RHE.
11. RHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and ask questions.
12. RHE will give a positive view of human sexuality with honest and medically accurate information, so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
13. RHE teaching will promote equality and challenge all forms of prejudice and discrimination.
14. RHE lessons will promote safe, caring, healthy, positive and respectful relationships.
15. RHE lessons will encourage participation by using a variety of teaching approaches.
16. RHE teaching will be inclusive so it meets the needs of all pupils, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RHE issues.
17. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships; develop critical thinking skills and nurture their tolerance/respect for different views
18. Information and resources used in RHE should be up to date, based on best practice and subject to on-going evaluation.
19. Expert visitors can enhance and supplement the RHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RHE. Schools will need to follow appropriate

guidance (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools*) and/or their own guidance on the vetting and checking of *any* visitor before inviting them into school, in line with standard practice.

## **Appendix 2: The statutory content: relationships education and health education (DfE)**

### **Relationships education overview (para 62/page 20)**

#### **Families and people who care for me**

##### **By the end of primary school, pupils will know:**

- 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.
- 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**

##### **By the end of primary school, pupils will know:**

- 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**

#### **By the end of primary school, pupils will know:**

- 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.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

### **Online relationships**

#### **By the end of primary school, pupils will know:**

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

#### **By the end of primary school, 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 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
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

**Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing (DfE, para 96/page 32)**

**Mental Wellbeing**

**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 Zones of Regulation).
- 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 (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- **That it is common to experience mental ill health and, for the 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**

### **By the end of primary school, pupils will know:**

- 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.
- 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.
- How to recognise and display respectful behaviour online.
- 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**

### **By the end of primary school, pupils will know:**

- The 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.
- 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**

### **By the end of primary school, pupils will know:**

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

## **Drugs alcohol and tobacco**

### **By the end of primary school, pupils will know:**

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## **Health and prevention**

### **By the end of primary school, pupils will know:**

- How to recognise early signs of physical illness, such as weight loss 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 cancer.
- 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Appendix 3: The RHE curriculum at Netherton Infant and Nursery School**

- The DfE [Statutory guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) sets out what schools must cover in primary schools from September 2020.
- At Netherton Infant & Nursery School our PSHE teaching and learning experiences are taught using Laughology: Happy-Centre Schools programme of study that suits our pupils, school and community, because it dovetails our school ethos, aims and our pupils' needs. It is a spiral programme that revisits themes, gradually extending thinking, expanding knowledge and developing skills. We avoid where possible, 'one-off', stand-alone sessions that will not be revisited, and instead make constant links to previous learning and experiences and build upon these across our whole school curriculum.
- This programme of study provides a comprehensive programme for each key stage that fully covers, but is not limited to, the statutory requirements.
- Overleaf is the medium-term overview for Year 1 and Year 2. Parents will know about what is being taught through the half termly curriculum overview.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Recognising what confidence looks like – facial expressions                      Understanding how we can become more confident -through trying                      Knowing what we can do when we want to give up – keep going                      Knowing what we can do when we find things tricky – ask others, use technology, look around the room                      Reorganising confidence in others – facial expressions, body language                      Explaining how personal confidence has grown at home and school</p>	<p>Reflecting on previous achievements and things that we can't do yet!                      Understanding that some goals can be achieved quickly/ when we are young and others take longer                      Working as a team to achieve a class goal                      Working as a group to achieve a goal - turn taking, helping each other                      Talking through personal goals with older mentors/ acting on advice                      Reflecting on whether or not we have achieved our home goal</p>	<p>Thinking about the help and support we need and why we need it                      Practising listening and being heard                      Understanding why it is important to listen carefully to others and the things that might distract us                      Thinking about people who support us at home and in the community                      Understanding that we all matter and make a difference                      Explaining what we have done to improve our listening at home</p>	<p>Understand how we belong to the school family                      Know ways in which we can understand how others are feeling and why this is important                      Knowing why it is important to have fun and laugh together                      Understand why it can be good to play with people that we don't usually play with                      Understand how others feel when we say thank you, give them a present. Also, how we feel when we do that!                      Explain what we have done at home to have even better relationships with our family</p>	<p>Understanding what is and isn't friendly                      Behaviour                      Thinking about how well we know different people and how we might react if we don't know people that well                      Thinking about when we win and lose games –in the playground and online                      Understanding what to do if we see something that doesn't look right on our electronic device                      Understanding that all families are similar in some ways and different in others                      Thinking about how we choose our friends and how we grow our friendship circle</p>	<p>Identifying great and not-so-great feelings and who we would go to for help with our feelings                      Understanding that, by doing something different with our bodies, we can improve how we feel                      Understanding that, by changing what we say and how we say it, we can cope better when we can't do something                      Reflecting on places that make us worry and what we can do to cope the next time that we're there, e.g. when crossing the road                      Making a collage of happy things and practising visualising this if we don't feel calm or relaxed                      Thinking of the coping skills we have used to move nearer to achieving a personal goal</p>
EYFS	<p>Identifying activities in which we have low, medium or high levels of confidence                      Identifying who can support us to have a •con- do attitude                      Understanding why it's important to become more independent!                      Understanding the role we can play in completing a team challenge                      Completing tasks without the help of a grown-up – 48s                      Identifying how we have become more independent!</p>	<p>Creating a timeline to show achievements in our lives so far                      Thinking about ambitions for the future and how these might be achieved                      Understanding the importance of speaking positively about challenges                      Understanding why we shouldn't always settle for our first attempt!                      Working as a team to set and achieve a class goal                      Identifying the thoughts and words that we use when we are working to achieve a goal</p>	<p>Understanding the different types of support and why these are important                      Understanding what makes a good discussion in which everyone is able to speak and be heard                      Identifying people who support us and how they do this                      Understanding different emotions in others and ways in which we can give appropriate support, through our reactions                      Practising asking for help/support and being supportive                      Identifying ways in which we can listen with our whole body</p>	<p>Reflect on how others see us and the reasons why we think this                      Think of ways in which we would help someone who was upset                      Think about our roles in relationships and how we can resolve conflict                      Identify conflict in a story and the thoughts and feelings that this brings about                      Understand why it is important to recognise what others do for us                      Identify ways in which a friend adds to the positive relationships within the class</p>	<p>Understanding ways in which we can ask for help and then act on the advice that we're given                      Understanding what secrets are and when it is okay to keep a secret                      Thinking about who can help us, if we see something on our electronic device that doesn't look right                      Understanding which information we should and shouldn't share online and how to spot a stronger                      Considering what is special about each of our families                      Understanding that people might make mistakes about us, if they don't know us</p>	<p>Identifying different feelings, whether they are big or little and whether or not we might need help with them                      Understanding how we can identify our own feelings and that even pretending to be in a positive mood, can help us to feel better                      Identifying parts of the school day when we don't feel as positive, and what we can do to feel better                      Identifying things that make us laugh or smile and practising recalling these to help us cope in tricky situations                      Understanding that we all worry, but that there are lots of solutions to different worries                      Identifying the different tricky situations that we might be in and the best people to help us in each one</p>
Year 1	<p>Understanding how others see us                      Understanding how we can help others to become more confident and happier                      Identifying a previous problem and how it could have been solved                      Understanding the benefits of working in a team/ on our own when faced with a challenge                      Setting personal targets to complete a challenge                      Assessing personal progress on a learning journey -including levels of confidence and independence</p>	<p>Identifying our latest achievement and how we ensured that we were successful                      Identifying step-by-step actions to achieve a personal goal                      Thinking about famous failures and the potential consequences of giving up                      Identifying the mutual benefits of helping others to succeed/ seeking the support of others to help us                      Comparing the success rates of one person individually and a team, doing the same task Explaining to other people how to be successful</p>	<p>Understanding different types of support and the difference between getting support and not when you need it                      Using the TALK model to identify whether or not we need help, and applying it to get support from an appropriate person                      Practising listening to other people's opinions, giving our own thoughts and identifying the different types of support that we get and give                      Understanding that it can be difficult to ask for help and what we can do to support people who find this tricky                      Reflecting on how we have used the TALK model to gain support recently</p>	<p>Think about others' feelings and thoughts when they are left out and what we can do to help                      Devise a plan to welcome a new person to the class and make them feel comfortable                      Think about our own and others' strengths and why these are important to help the whole class have a sense of belonging                      Identify potential reasons for conflict and ways in which these could be resolved                      Identify our most positive relationships and what makes these so comfortable                      Reflecting on how we have used the TALK model to the positive relationships within the school</p>	<p>Knowing which parts of our bodies are private                      - the underwear rule                      Understanding what secrets are and when it's not okay to keep them                      Understanding that not everything on the internet is true and some of the ways that we can tell                      Understanding how easy it is to spread fake news                      Researching what families around the world look like                      Understanding that we might make mistakes about other people, if we don't know them or ask questions</p>	<p>Understanding what makes some situations trickier than others                      Listing a range of coping techniques that we can use, and understanding why, in certain situations, some are better than others                      Understanding why it is important to have good coping skills and what a Superhero would say to help them cope                      Understanding the attitudes of someone who copes well and helps others to cope                      Practising coping strategies when someone is giving you constructive criticism/ feedback - understanding that this should be viewed as helpful                      Identifying the coping strategies that we can use and what we would look like be saying</p>
Year 2	<p>Understanding how others see us                      Understanding how we can help others to become more confident and happier                      Identifying a previous problem and how it could have been solved                      Understanding the benefits of working in a team/ on our own when faced with a challenge                      Setting personal targets to complete a challenge                      Assessing personal progress on a learning journey -including levels of confidence and independence</p>	<p>Identifying our latest achievement and how we ensured that we were successful                      Identifying step-by-step actions to achieve a personal goal                      Thinking about famous failures and the potential consequences of giving up                      Identifying the mutual benefits of helping others to succeed/ seeking the support of others to help us                      Comparing the success rates of one person individually and a team, doing the same task Explaining to other people how to be successful</p>	<p>Understanding different types of support and the difference between getting support and not when you need it                      Using the TALK model to identify whether or not we need help, and applying it to get support from an appropriate person                      Practising listening to other people's opinions, giving our own thoughts and identifying the different types of support that we get and give                      Understanding that it can be difficult to ask for help and what we can do to support people who find this tricky                      Reflecting on how we have used the TALK model to gain support recently</p>	<p>Think about others' feelings and thoughts when they are left out and what we can do to help                      Devise a plan to welcome a new person to the class and make them feel comfortable                      Think about our own and others' strengths and why these are important to help the whole class have a sense of belonging                      Identify potential reasons for conflict and ways in which these could be resolved                      Identify our most positive relationships and what makes these so comfortable                      Reflecting on how we have used the TALK model to the positive relationships within the school</p>	<p>Knowing which parts of our bodies are private                      - the underwear rule                      Understanding what secrets are and when it's not okay to keep them                      Understanding that not everything on the internet is true and some of the ways that we can tell                      Understanding how easy it is to spread fake news                      Researching what families around the world look like                      Understanding that we might make mistakes about other people, if we don't know them or ask questions</p>	<p>Understanding what makes some situations trickier than others                      Listing a range of coping techniques that we can use, and understanding why, in certain situations, some are better than others                      Understanding why it is important to have good coping skills and what a Superhero would say to help them cope                      Understanding the attitudes of someone who copes well and helps others to cope                      Practising coping strategies when someone is giving you constructive criticism/ feedback - understanding that this should be viewed as helpful                      Identifying the coping strategies that we can use and what we would look like be saying</p>