

WILLIAM AUSTIN INFANT SCHOOL

Policy for Relationships and Health Education (RHE)

June 2024

At William Austin Infant School we are committed to the health and safety of all pupils. We aim to support pupils to develop the knowledge and skills to make informed choices about their own wellbeing and to form positive relationships with others. We recognise that the personal and social development of children can be enhanced by the school environment, therefore it is the responsibility of all staff and a priority of the School Leadership to provide a secure and caring environment which promotes the pupil's confidence and self-esteem.

This policy was developed in consultation with the staff and governors in the school following the guidelines from the DfE. It is made available to all members of the school community.

1. Aims

The aims of Relationships and Health Education (RHE) at our school are to:

- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relationships with others.
- To teach children about their bodies and keeping safe and healthy and to make them aware of the life cycle of animals including humans.
- To teach them how and where to gain information and support (from parents/carers and teachers).
- To create a positive culture around relationships of different families.
- To teach pupils the correct vocabulary to describe themselves and some parts of their bodies.
- To develop the pupil's ability to think, question, discuss and to take responsibility for their actions.
- To build personal and moral values, respect and tolerance for other races and religions. This is linked to the School's Values Education.

2. Statutory requirements

The new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the Summer term 2021.

Statutory guidance from the DfE will be used [Relationships Education, Relationship and Sex Education \(RSE\) and Health Education July 2020](#).

As a maintained Infant school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In Key stage 1 we do not teach sex education, it is not statutory.

In teaching RHE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

When teaching RHE it will be linked to the Equality Act 2010. More information about the Equality Act 2010 can be found in Appendix 1.

At William Austin Infant School, we teach RHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff and governors. It is currently being shared with parents. The consultation and policy development process involved the following steps:

- Review – the Headteacher/ Deputy Headteacher/ RHE lead have put together all relevant information including relevant national and local guidance.
- Parent/stakeholder information has been uploaded on to the school website on 12th April 2021 under the Parents tab, in the Relationships and Health Education section.
- Parents are invited to complete the RHE Parents' Consultation Questionnaire with their views. Any feedback raised will be taken into consideration and addressed as appropriate.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Ratification – once amendments were made, the draft policy was shared with governors and ratified.

4. Definition

RHE at William Austin Infant School is about the emotional, social and cultural development of pupils, and involves learning about relationships and healthy lifestyles.

RHE involves a combination of sharing information and exploring issues and values.

RHE is **not** about the promotion of sexual activity.

5. Curriculum

SEAL (Social, Emotional, Aspects of Learning) and PSHE (Personal, Social and Health Education) supports children to develop social and relationship skills. A positive learning environment is achieved by adults modelling and discussing different situations and how to approach problems.

The SEAL and PSHE curriculum resources aim to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. In lessons, pupils develop skills such as understanding one another's point of view, working in a group, sticking at things when they get difficult, and resolving conflict and managing worries.

The materials are organised into themes: New Beginnings, Getting On and Falling Out, Say No to Bullying, Going for Goals, Good to Be Me, and Relationships and Changes. Each theme is designed for a whole-school approach and includes a whole-school assembly and suggested follow-up activities in all areas of the curriculum.

Theme 1: New Beginnings

This theme focuses on developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.

The theme offers children the opportunity to see themselves as valued individuals within their community and to contribute to shaping a welcoming, safe and fair learning community for all. Throughout the theme, children explore feelings of happiness and excitement, sadness, anxiety and fearfulness, and learn shared models for 'calming down' and 'problem solving'.

Theme 2: Getting On and Falling Out

This theme focuses on developing children's knowledge, understanding and skills in three key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger) and social skills.

Each colour-coded set is organised around developing the ethos of the classroom – extending the work of 'Theme 1: New beginnings' on cooperation and valuing diversity, and focusing on four key content areas: developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.

Theme 3: Say No to Bullying

This theme aims to develop and revisit four of the key social and emotional aspects of learning covered in previous themes through a focus on bullying – what it is, how it feels, why people bully, how we can prevent and respond to it, and how children can use their social, emotional and behavioural skills to tackle this crucial problem. The four aspects of learning in which knowledge, skills and understanding are developed are self-awareness, empathy, managing feelings and social skills.

The theme is structured differently from previous themes. It is intended that the work will take place over a period of a week or so to fit in with the national anti-bullying week in November and that during this period, work in each subject area will be focused on the aims of the 'Say no to bullying' theme, as well as subject-related objectives.

Theme 4: Going for Goals!

This theme focuses primarily on the key aspect of motivation, with a subsidiary focus on self-awareness. It gives an important opportunity for all children's abilities, qualities and strengths to be valued.

The Going for Goals theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.

Each set of activities focuses on the underlying prerequisites for successful goal-directed learning and behaviour for example, taking responsibility and building feelings of confidence and self-efficacy – the belief that what you do makes a difference.

Goal-directed behaviour is only valuable if we are able to make wise and balanced choices about our goals, so this theme provides opportunities for children to consider this and to practise problem-solving strategies.

Theme 5: Good to Be Me

This theme is the first of two focusing specifically on feelings. It explores feelings in the context of the child as an individual, developing self-awareness and helping the child to realise that it really is 'Good to Be Me'.

The theme is about understanding our feelings as well as considering our strengths and weaknesses as learners. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy. The theme focuses on understanding feelings, and why and how they lead us to behave the way we do – excited, proud, surprised, hopeful, disappointed, worried and anxious; self-awareness – feeling good about myself, taking risks; managing my feelings – relaxing, coping with anxiety; standing up for myself and assertiveness - standing up for my views.

Theme 6: Relationships

This theme is the second of two focusing specifically on feelings. It explores feelings within the context of our important relationships including family and friends. The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.

In addition, there is a focus throughout the theme on helping children understand the feelings associated with an experience that we all need to cope with at some time: that of loss – whether of a favourite possession, a friend, a family home or a loved one.

Theme 7: Changes

This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it.

The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: motivation, social skills and managing feelings.

Values Education supports the teaching of SEAL and PSHE objectives. Values are chosen each year and changed on a yearly basis. Every month there is a Value of the month where discussions and activities take place in class to support children's understanding. These Values are used throughout the day and in necessary scenarios. Values Education creates an environment where children can develop social and relationship skills which will support them in their school life and beyond. Values Education also teaches children about British Values. See Appendix 6 for the schools Values this year. SEAL, PSHE and Values Education support the teaching of Relationships Education.

- Our RHE curriculum is set out as per Appendix 2 and will run alongside our SEAL and PSHE curriculum and Values Education.
- Our curriculum will be planned and delivered using the Christopher Winter Project. This will run alongside the NSPCC 'PANTS' lesson plan and resources which are delivered yearly.
- We have developed the curriculum in consultation with governors and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, parents will be informed so that there can be further discussion at home.

SEND

- For our pupils with SEND, the curriculum will be delivered in a way that is appropriate to meeting their needs in terms of understanding, whilst still fulfilling our legal obligation. This could include lessons being delivered in small groups with additional adult support.

6. Delivery of RHE

RHE is taught within the personal, social and health education (PSHE) curriculum during the Summer 2nd half term. Biological aspects of RHE are linked to the science curriculum and other aspects are included in religious education (RE) and computing.

Our RHE programme will be taught by the class teachers. Teachers will follow the Christopher Winter project which gives structured lesson plans and resources. Three lessons of RHE will be taught in Year R, Year 1 and Year 2.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Being safe
- Online relationships

Health education focuses on teaching the fundamental building blocks of a healthy lifestyle including:

- Physical health and fitness
- Healthy eating
- Health and prevention
- Basic aid
- Internet safety and harms
- Mental and emotional wellbeing

Language Anatomical terms

It is good practice to use anatomical terms for genitalia. Having the right language to describe the private parts of their body and knowing how to seek help if they are being abused are vital for a child's safeguarding. Ofsted provides full support for this approach (2013) and have raised concerns that some primary schools fail to teach this vocabulary, and this leaves children unable to describe abusive behaviours. The majority of abuse is reported by victims or comes to the attention of the authorities from the age of 12.

Younger children disclose abuse less frequently as they are less likely to have the words to describe their experiences and may have fewer opportunities to tell someone. Abuse may have started much earlier. The increase in numbers from age 12 may in part reflect more children coming forward to report abuse as their knowledge of sex and relationships develops and they recognise that their experiences are abusive. In general, responses to the survivor survey suggest that abuse is most likely to be happening at the age of nine although there is a lot of evidence (Protecting Children from harm, Children's Commissioner Report, November 2015) about the lack of reporting abuse at an early age and the necessity to do so as soon as it happens so all children can be protected and safeguarded. This is evident through national and local statistics and data by the Police, NSPCC and other agencies. As a result of this evidence, and for safeguarding reasons and to ensure children can make disclosures of abuse, we will be teaching the anatomical terms for body parts in Year 2. Slang or everyday terms used in certain social circles will be discussed when appropriate; this will surround discussion about what is and isn't acceptable language to use.

An overview curriculum map of the learning in each year group can be found in Appendix 2.

These areas of learning are taught within the context of family life. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures along with reflecting sensitively that some children may have a different structure of support around them, for example looked after children or young carers.

7. Roles and responsibilities

The governing board

The governing board will ratify the RHE policy and hold the headteacher and RHE lead to account for its implementation.

The Headteacher and Strategic Leadership team

The Headteacher and RHE lead are responsible for ensuring that RHE is taught consistently across the school.

Staff

Staff are responsible for and will adhere to the following:

- All staff required to read and implement the RHE policy.
- Only class teachers will teach the RHE lessons.
- Delivering RHE in a sensitive way.
- Modelling positive attitudes to RHE.
- Monitoring progress.
- Responding to the needs of individual pupils.

Dealing with difficult questions

We acknowledge that sensitive and potentially difficult issues will arise in RHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RHE. We aim at all times to answer questions relating to the taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way and only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RHE leader or the written script. Questions may be referred to parents / carers if it is not appropriate to answer them in school. When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead or Safeguarding team for child protection in line with school policy and procedures. Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions for example:

- 'That is something that may be covered later on, maybe at high school.'
- 'I can't answer that question, but you could ask your parents/carers.'
- Thinking scientifically...

There may still be times when staff are faced with a difficult question in class that they feel uncomfortable about. In such situations, they may wish to put the question to one side and seek advice from the Designated Safeguarding Lead or another senior member of staff. Staff may use distancing techniques before they answer tricky or difficult questions. Ground rules in class are essential when discussing sensitive subject matters. A SEAL/Worry monster is always available in all classrooms. This will enable pupils to feel more comfortable to ask questions without being identified, pupils can choose to remain anonymous. Pupils will be reminded of the SEAL worry monster during RHE sessions. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting, for example:

- staff will set the tone by speaking in a matter-of-fact way.
- pupils will be encouraged to write down questions, anonymously if desired, and post them in the SEAL/Worry monster.
- staff will have time to prepare answers to all questions before the next session and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up.
- if a verbal question is too personal, staff will remind the pupils of the ground rules.
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis.
- staff will not provide more information than is appropriate to the age of the pupil.
- if staff are concerned that a pupil is at risk of abuse, the Designated Safeguarding Lead or Safeguarding Team will be informed and the usual child protection procedures followed.

Safeguarding and child protection

RHE plays an important part in fulfilling the statutory duties all schools have to meet. The subject helps children understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it. Staff already teach children the PANTS rule (**P**rivates are

private, **A**lways remember your body belongs to you, **N**o means no, **T**alk about secrets that upset you, **S**peak up, someone can help.

Children have the right to:

- say no
- respect their own body
- speak out and know that someone can help

When teaching any sensitive issue young people may give cause for concern. All adults are aware of our safeguarding arrangements. If the school has any reason to believe a pupil is at risk, staff will follow safeguarding procedures. We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sexting, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours. Our use of the correct anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to. Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the RHE lead.

Staff will follow the schools Safeguarding Policy if disclosures during or after RHE lessons.

8. Pupils

- To be expected to attend the statutory National Curriculum lessons of the RHE curriculum.
- To listen and be considerate of other people's feelings and beliefs, and follow the ground rules that are set.
- Will be encouraged and supported to feel as comfortable as possible if they want to talk to a member of staff, in confidence, regarding any concerns they have in school related to RHE or otherwise.

9. Training

LA have already delivered an inset session about the requirements of RHE and how it should be taught. Staff will be trained on the delivery of RHE by the RHE lead as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or school health education specialists, to provide support and training to staff teaching RHE if required.

The Leads will provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils. See Appendix 4 - How to deal with awkward questions and responses. This will support staff to deliver RHE and make it consistent across year groups.

10. Monitoring

The delivery of RHE is monitored by Bal Kang (Headteacher) and Umara Begum (RHE lead) through:

Staff feedback, planning scrutiny and CPD. Pupils' development in RHE is monitored by class teachers.

This policy will be reviewed by the Headteacher/RHE lead to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education (DfE) advice and guidance.

The policy will be approved by the governing body at every review.

11. Parents

Parents do not have the right to withdraw their children from Relationships Education. This element is a statutory requirement.

- Parents will be informed about the scheme of work that will be delivered. A letter will be sent out to inform parents when the RHE lessons will be delivered.
- Parents will have access to information on the school website.
- During the new intake of children in Year R, parents will be informed during the information session about RHE lessons and directed to the school's website.
- Parents/carers are encouraged to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RHE.
- Parents/carers to seek additional support in this from the school where they feel it is needed.

Resources

See Science, PSHE policies and Values education for resources.

Review: As required.

Appendix 1

Equality Act 2010

Appendix 2

Overview Curriculum Map and Adaptation of Christopher Winter Project

Appendix 3

National curriculum overview for Science

Appendix 4

Answering difficult questions that may arise from pupils

Appendix 5

Values for the year

Appendix 6

Further adaptations to RHE policy

Appendix 1 - Equality, Diversity and Inclusion

All pupils, whatever their experience, background and identity are entitled to quality RHE that helps them build confidence and a positive sense of self and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language that reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom. We promote the needs and interest of all pupils. The school's approach to teaching and learning take into account the ability, age and cultural backgrounds of the pupils to ensure all can access the full RHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

The following protected characteristics are outlined in the DfE's Equality Act 2010:-

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and
- sexual orientation

Our policy values the different backgrounds of all pupils in school and in acknowledging and exploring different views and beliefs seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Appendix 2 – Christopher Winter Project Scheme of Work

Reception Our Lives EYFS

Scheme of Work

Word Box: Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad.

Early Learning Goals Prime Areas	Learning Intentions and Learning Outcomes	Title	Resources
Physical Development Health and self-care	<p>Learning Intention To consider the routines and patterns of a typical day</p> <p>Learning Outcomes Understand some areas in which the children can look after themselves e.g. dressing and undressing</p>	Lesson 1 Our Day	Glove puppet Our Day pictures
Physical Development Health and self-care	<p>Learning Intention To understand why hygiene is important</p> <p>Learning Outcomes Explain why it is important to keep clean Understand some basic hygiene routines</p>	Lesson 2 Keeping Ourselves Clean	<p>Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush Keeping Clean pictures <i>The Smelly Book</i>, Babette Cole</p> <p>Additional Activities Anatomically correct dolls Suggested reading: <i>The Boy Who Hated Toothbrushes</i>, Zehra Hicks</p>
Personal, Social and Emotional Development Making Relationships	<p>Learning Intention To recognise that all families are different</p> <p>Learning Outcomes Identify different members of the family Understand how members of a family can help each other</p>	Lesson 3 Families	<p>The Family Book, Todd Parr Families pictures Paper for drawing pictures</p> <p>Additional Activities Suggested reading: <i>All Kinds of Families!</i> Mary Ann Hoberman <i>I'll take you to Mrs Cole</i>, Nigel Gray</p>

Year 1

Growing & Caring For Ourselves Key Stage 1

Scheme of Work

Word Box: Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina

Programmes of Study	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>PSHE Framework 3b to maintain personal hygiene</p> <p>3d about the process of growing from young to old and how people's needs change</p> <p>3e the names of the main parts of the body</p> <p>4c to identify and respect the differences and similarities between people</p> <p>4d that family and friends should care for each other</p> <p>Science Attainment Targets identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Learning Intention To understand some basic hygiene principles</p> <p>Learning Outcomes Know how to keep clean and look after oneself</p>	Lesson 1 Keeping Clean	<p>Talking object Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available) Keeping Clean pictures</p>
	<p>Learning Intention To introduce the concept of growing and changing</p> <p>Learning Outcomes Understand that babies become children and then adults Know the differences between boy and girl babies</p>	Lesson 2 Growing and Changing	<p>Talking object Story bag containing Pictures of newborn babies Lifecycle picture cards Lifecycle word cards Lifecycle whiteboard summary</p>
	<p>Learning Intention To explore different types of families and who to ask for help</p> <p>Learning Outcomes Know there are different types of families Know which people we can ask for help</p>	Lesson 3 Families and Care	<p>Talking object Story bag - containing plaster and skipping rope Families pictures The Family Book, Todd Parr</p> <p>Additional Activities Suggested reading: Happy Families, Allan Ahlberg Who's in a Family? Robert Skutch</p>

Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina

Programmes of Study	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>PSHE Framework 3d, about the process of growing from young to old and how people's needs change 3e, the names of the main parts of the body</p> <p>4c, to identify and respect the differences and similarities between people</p> <p>Science Attainment Targets notice that animals, including humans, have offspring which grow into adults</p>	<p>Learning Intention To introduce the concept of male and female and gender stereotypes To identify differences between males and females</p> <p>Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>	<p>Lesson 1 Differences: Boys & Girls</p>	<p>Resources 2 large PE hoops Boy/Girl/Both labels Bag of objects and clothing to explore male and female or Pictures of objects and clothing Clothed Babies picture cards Clothed Babies whiteboard summary Pictures of newborn babies</p> <p>Additional Activities Recommended reading: <i>Happy Families</i>, Allan Ahlberg, <i>Princess Smartypants</i>, Babette Cole <i>William's Doll</i>, Charlotte Zolotow <i>Amazing Grace</i>, Mary Hoffman and Caroline Binch</p>
	<p>Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>Learning Outcomes Describe some differences between male and female animals Understand that making a new life needs a male and a female</p>	<p>Lesson 2 Differences: Male and Female</p>	<p>Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals www.toysnfun.co.uk</p>
	<p>Learning Intention To focus on sexual difference and name body parts</p> <p>Learning Outcomes Describe the physical differences between males and females Name the male and female body parts</p>	<p>Lesson 3 Naming the Body Parts</p>	<p>2 large PE Hoops Hoop labels Body Parts picture cards Female x-ray picture Body Parts worksheet</p> <p>Additional Activities Recommended reading: <i>Cinderella's Bum</i>, Nicholas Allan <i>Shapesville</i>, Andy Mills <i>It's OK to be Different</i>, Todd Parr</p>

Relationships and Health Education Overview Curriculum Map William Austin Infant School's Adaptation to Christopher Winter Project

<u>Year group</u>	<u>Term</u>	<u>Topic theme</u>	<u>Activities</u>	<u>Resources</u>
Reception	Summer	To consider the routines and patterns of a typical day. <u>Learning Outcomes:</u> Understand some areas in which the children can look after themselves e.g. dressing and undressing	Sequencing pictures of how to get ready for a typical school day, for example; waking up, brushing their teeth, eating breakfast, getting dressed etc..	Glove puppet Sequencing pictures of daily routines
Reception	Summer	To understand why hygiene is important. <u>Learning Outcomes:</u> Explain why it is important to keep clean. Understand some basic hygiene routines.	Children to examine the keeping clean objects and pictures and decide together what they are used for.	Keeping clean objects/resources: Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush Keeping Clean pictures
Reception	Summer	To recognise that all families are different. <u>Learning Outcomes:</u> Identify different members of the family. Understand how members of a family can help each other.	Read 'The Great Book of Families' by Mary Hoffman / Ros Asquith. Each child to have a piece of paper and a pencil and ask them to draw a picture of their own family members and discuss how they look after and care for them.	'The Great Book of Families' by Mary Hoffman / Ros Asquith Paper and pencil
Year 1	Summer	To understand some basic hygiene principles. <u>Learning Outcomes:</u> Know how to keep clean and look after oneself.	Class discussion about keeping clean and importance of good hygiene In small groups at tables, give each group a Keeping Clean picture. Ask the groups to discuss what the object in the picture is, how it helps people to keep clean, when is it used and would they need help to use it?	Story bag of objects (wash cloth / toothbrush / hair brush / clothes from lost property e.g. jumper / child figure) Keeping clean pictures PowerPoint on good hygiene
Year 1	Summer	To introduce the concept of growing and changing. <u>Learning Outcomes:</u> Understand that babies become children and then adults. Know the differences between boy and girl babies.	In small groups at tables, give each group a set of Lifecycle picture cards and Lifecycle word cards. Ask the group to sequence the pictures in a line to order from a baby to old age (baby, toddler, child...) Show newborn baby pictures	Clothed newborn baby pictures NSPCC Pants Rule Story bag with objects Life cycle pictures worksheet & cards
Year 1	Summer	To explore different types of families and who to ask for help. <u>Learning Outcomes:</u> Know there are different types of families. Know which people we can ask for help.	Read the 'Family Book' by Todd Parr. Have a class discussion about the different types of families and how they help and care for them, and who they can ask for help from.	Story bag (Skipping rope / Character) Read the 'Family Book' by Todd Parr

Year 2	Summer	<p>To introduce the concept of male and female and gender stereotypes.</p> <p>To identify differences between males and females.</p> <p><u>Learning Outcomes:</u> Understand that some people have fixed ideas about what boys and girls can do.</p>	<p>Whole class sorting activity using the Venn diagram on the PowerPoint slide (labelled as; BOY, GIRL and BOTH).</p> <p>One by one invite the children to select an object from the PowerPoint slide of objects and clothing, pictures of different jobs - a teacher, firefighter, doctor etc ... and place it in the BOY, GIRL or BOTH spaces.</p>	<p>2 large hoops</p> <p>Word cards</p> <p>Male / Female</p> <p>Mix of clothes for both genders</p> <p>Pictures of different jobs, teacher, police, firefighters, doctor</p>
Year 2	Summer	<p>To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p><u>Learning Outcomes:</u> Describe some differences between male and female animals.</p>	<p>Whole class discussion about naming and finding the differences between male and female animals.</p> <p>For example: a male horse is called a stallion and a female horse is called a mare and a baby horse is called a foal. Discuss how some animals feed their offspring as part of the life cycle.</p>	<p>Pictures of male and female animals (horse, sheep, duck, chicken, cow)</p>
Year 2	Summer	<p>Describe the difference between male and female.</p> <p><u>Learning Outcomes:</u> Describe the physical differences between males and females. Name the male and female body parts.</p>	<p>Explain that a female is a girl and male is a boy.</p> <p>Children to individually name and label the male and female body parts on the body parts worksheet.</p>	<p>Body parts worksheet</p> <p>Clothed baby pictures.</p>

Appendix 3 - Science curriculum overview

Reception

Knowledge and Understanding of the World

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

ELG

Looks closely at similarities, differences, patterns and change. Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Key Stage 1

Year 2

1. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2. Notice that animals, including humans, have offspring which grow into adults.
3. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
4. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Year 1

Animals, including humans Pupils should be taught to:

1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
3. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Pupils are encouraged to ask questions, and these will be dealt with in a way that is appropriate to the age of the children. **No formal specific lessons about sex and relationships will take place at this school.**

Appendix 4 - Answering Difficult Questions That May Arise from Pupils

Setting ground rules with children at the start of RHE lessons will help promote respect, openness, confidentiality and kindness (ROCK). No child has to answer personal questions or forced to take part in discussions. Everyone has the right to opt out of discussions. Meanings of words will be explained in a factual and scientific way. Everyone's contribution is valued and we listen to each other.

Staff must always maintain a neutral stance with no bias or personal opinion. Be sensitive to discussions as some children may find subjects uncomfortable or be embarrassed. Staff are promoting equality and inclusion. It may be easier to ask children to write questions down anonymously so they can be followed up later on. This gives staff time to formulate a response and seek support if needed e.g. Year leaders/PSHE lead and/or other teachers. Questions do not need to be answered immediately or in front of the entire class. The class teacher should use their discretion whether they speak to a child individually. It is ok to say to children you don't know the answer but will come back to them after speaking to another adult.

- "That was a great question, I need a little bit of time to come back to you with an answer."
- "I can't answer that question but you can ask your adult."
- "You will learn more about it as you get older."

Answer questions in an age-appropriate way. Think whether the question content has already been covered in the lesson. If you're not sure about the question a child is asking, ask for further clarification. Think about how much detail you go into answering questions. Is it necessary to or relevant? If a question is too personal refer back to ground rules.

If pupils make a disclosure please refer to relevant forms e.g. concern form for safeguarding or incident hate form.

Appendix 5 - Values 2023-2024

Here is a list of our school learning values for 2023-2024.

Month	Value
September	Happiness (Core)
October	Caring (Core)
November	Respect (Core)
December	Patience
January	Tolerance
February	Honesty
March	Responsibility
April	Politeness
May	Determination
June	Forgiveness
July	Friendship

There is a School Values display in each classroom with these learning values and the British Values as the core.

Appendix 6 - Further adaptations to RHE at William Austin Infant School

As a result of the Parents' consultation and feedback in April 2021, the following changes will be made and implemented:-

- To only use some of the recommended resources that are appropriate and sensitive to the needs of our children. There are some resources and activities that **will not** be included in the teaching of RHE at our school.
- We **will not** be using: anatomically correct dolls in Year R, anatomically correct toy farm animals in Year 2, female x-ray pictures and stories such as 'Cinderella's Bum'. *
- We have adapted our approach and will now only teach biological vocabulary for female and male body parts to children in Year 2.
- In Year R and Year 1 we will continue to teach the NSPCC Pants rule as we currently do and always have done (please see below).
- We have decided not to use the story book 'It's Okay to be Different' in Year 2 as the family objectives will be covered in Year R and Year 1 so it does not need to be reinforced again.

* We had already made the decision **not** to use the anatomically correct dolls and toy animals, and the female x-ray pictures, or the 'Cinderella's Bum' story, which is why they did not appear on the school's adaptation to CWP list.

TALK

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AND STAY SAFE,
LIKE PANTOSAURUS



P RIVATES
ARE PRIVATE

A LWAYS REMEMBER YOUR
BODY BELONGS TO YOU

N O MEANS NO

T ALK ABOUT SECRETS
THAT UPSET YOU

S PEAK UP, SOMEONE
CAN HELP



NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR