


## **RELATIONSHIP AND HEALTH EDUCATION POLICY**

<b>Owner:</b>	<b>Gabriele Woelfle</b>
	<b>Angela Rynne</b>
<b>Date:</b>	<b>July 2023</b>
<b>Next review:</b>	<b>July 2024</b>
<b>Compliance:</b>	<ul style="list-style-type: none"> <li>Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE Statutory Guidance)</li> </ul>
<b>Related policies and documents:</b>	<ul style="list-style-type: none"> <li>Safeguarding: Child Protection Policy</li> <li>Dealing with Children's Sexual Behaviour in Kindergarten Policy</li> </ul>
<b>Endorsement</b>	
<b>Full endorsement is given to this policy by:</b>	
<b>Name:</b>	<b>Andaleeb Richards</b>
<b>Position:</b>	<b>North London Rudolf Steiner School Trustee</b>
<b>Signed:</b>	
<b>Date:</b>	<b>17.7.23</b>

Since September 2020 all schools have a statutory obligation to deliver age-appropriate elements of Relationships and Health Education, including in the Early Years. At the North London Rudolf Steiner School (NLRSS) the Relationship and Health Education (RHE) curriculum is embedded into our daily activities and focuses on social and emotional aspects as well as the physical ones. Elements of children's understanding of the world are also addressed, particularly for the older children. RHE gives children essential skills for building positive, enjoyable, respectful, and non-exploitative relationships and staying safe on and offline, through discussions with the child's parents via parents' evenings and signposting them to further advice. RHE in kindergarten plays a vital part in meeting the NLRSS's safeguarding obligations. It acts as a preventative programme that enables pupils to learn about safety and risks in relationships.

At NLRSS we acknowledge that parents are the prime educators in this area and as such we rely on close communication to enable us to support and educate the children appropriately. RHE will be implemented by all the staff as part of our ongoing curriculum. Under the heading of Personal, Social and Emotional Development (PSED) all the staff at Kindergarten are committed to keeping records and monitoring the

child's wellbeing under the close supervision of the RHE Lead and the Equality and Diversity Lead. The Kindergarten Teachers (key person) will be responsible for monitoring and keeping these records on the child's observations record.

The RHE curriculum will be sensitively and inclusively implemented as part of the schools integrated curriculum.

Including but not exclusively:

- Responding to the child's naturally arising questions and comments
- Supporting interactions between children to help them gain consent
- Helping children respect others' views, wishes and personal space
- Supporting children to set healthy boundaries for themselves and others
- Supporting children to assert themselves appropriately
- Encouraging discussions and questions arising from stories and books they have heard
- Modelling of caring, respectful relationships whilst demonstrating clear boundaries by staff.
- Promoting diverse attitudes and challenging stereotypes
- Helping the children to develop a positive sense of themselves.
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## **Curriculum and Learning Goals**

### **Early Years (age 3-5)**

*Personal, Social and Emotional Development:*

- Children are confident to try new activities and to express why they like some activities more than others.
- They are confident to speak in a familiar group and will talk about their ideas and will choose the resources they need to implement it.
- Children will inform us if they do or do not require help.
- Children talk about how they and others show feelings
- Children talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.
- They work as part of a group or class and understand and follow the rules.
- Children are able to adapt their behaviour in different situations and take changes of routine in their stride.
- Children are able to identify trusted adults (both at home and at school) who they can talk to if they feel worried.
- Children play cooperatively, taking turns with others.
- They take account of one another's ideas about how to organise their activity.
- They show sensitivity to other's needs and feelings
- Form positive relationships with adults and other children
- Children know the importance of physical exercise and a healthy diet for good health and talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing themselves and going to the toilet independently.

*Understanding of the World:*

*People, Culture and Communities*

- Children talk about past and present experiences and events in their own lives and the lives of their family members.
- They know that other children do not always enjoy the same things and are sensitive to this.
- They understand similarities and differences between themselves and others, including families, communities and traditions.

**Final year of Kindergarten Children (5-6 years old)**

In addition to the goals for Early Years Children, 5–6-year-olds should:

- Identify the basic parts of the human body and say which part of the body is associated with each sense.
- Know the differences between boys and girls, naming the body parts with the correct scientific words and which areas of the body are private.
- Know that no-one has the right to touch them without consent. Know that NO means NO and that their “No” or “stop” should make anyone stop uninvited touching straight away. Children should also know who they can go to for help if their “No” or “stop” is not respected.
- Notice that animals, including humans, have offspring which grows into adults.
- Children should be able to describe the importance for humans to exercise, eating the right amounts of different types of food and hygiene.
- Use technology safely, keeping personal information private (please see the online safety policy)
- Identify where to go for help when they have concerns about content or contact on the internet or other online technologies.