




Hart Hill Nursery School

Relationships and Health Education Policy

Updated Autumn Term 2024

Ratified by Governors on 17.12.2024

Signed 

To be updated Autumn Term 2027



Hart Hill Nursery School Relationships and Health Education Policy

Rationale

At Hart Hill Nursery School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Aims

Hart Hill Nursery School aims to

- Give children an understanding of relationships and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Provide a framework in which sensitive discussions can take place, when these originate from a child's interest or questions
- Ensure that everything taught is age appropriate and at an individual children's level of understanding

Policy Development

This policy is developed in consultation with Governors, staff and parents. The consultation and policy development process involves the following steps:

- 1. Review** – the SLT will pull together all of the relevant information, both in school and from national and local guidance to draft a policy for consultation
- 2. Governor Consultation** – the full governing body will be given the opportunity to look at the policy and make recommendations prior to consultation with other stakeholders.
- 3. Staff Consultation** – all school staff will be given the opportunity to look at the policy and make recommendations.
- 4. Parent/stakeholder Consultation** – parents and any interested parties will be given the opportunity to look at the policy and ask any relevant questions.
- 5. Ratification** – Once all amendments are made, the policy will be shared with governors and ratified for use.

Curriculum

The Relationships and Health Education of children at Hart Hill Nursery School is explicitly taught through the following methods:

Signs 4 Feelings and Behaviour – This supports children to express and manage their feelings. Signs such as ‘worried’, ‘disappointed’ and ‘frustrated’ are taught through stories, songs and activities to help children talk about a wide range of feelings and to understand that all feelings are understandable and acceptable. It allows prompts for discussion and feelings to be recognised and supported.

Jigsaw – This supports children’s Personal, Social and Health Development through organised sessions. It includes areas of calm, interest, learning and thinking time. The aspects of Jigsaw include ‘being me in my world’, ‘celebrating difference’, ‘dreams and goals’, ‘healthy me’, ‘relationships’ and ‘changing me’.

Online Safety – This is taught through ICT sessions, following the Education for a Connected World framework from the UK Council for Child Internet Safety. This is separated into aspects including ‘self-image and identity’, ‘online relationships’, ‘online reputation’, ‘online bullying’, ‘managing online information’, ‘health, wellbeing and lifestyle’, ‘privacy and security’ and ‘copyright and ownership’.

In addition to this, following an interest or open discussion from a child, the following toolkits may be used to support age appropriate understanding:

Zones of Regulation – This supports children to recognise their feelings and know tools that they use independently to regulate the emotions they are feeling. The zones are clear to remember and are colour coded for easy understanding. It allows children to recall what makes them feel a certain way, so staff can help them.

The Pants Rule (NSPCC) – This supports children to understand that their pants are private. The NSPCC has created this toolkit specifically to make sure conversations are as easy and appropriate as possible for even very young children. The PANTS rule never mentions sex, as it’s not about learning about the birds and the bees, but about practical and reassuring messages to stay safe. Talking PANTS is about using simple, child-friendly language to give your child the confidence and knowledge to stay safe.

Roles and Responsibilities

The Governing Body will approve the RHE Policy, and hold the Headteacher to account for its implementation, including the promotion of this policy on the website.

The Headteacher is responsible for ensuring that RHE is taught consistently across the school. They will ensure staff are suitably trained to deliver the subjects listed above and that parents are fully informed in the policy.

All staff are responsible for delivering RHE in a sensitive way, including modelling positive attitudes toward RHE. They will monitor the progress of children in their key groups or classroom, including responding to the needs of individual children. Staff will answer children’s questions honestly, simply and appropriately. They are responsible for challenging myths and incorrect information, as well as using the correct basic anatomy terms when discussing areas of RHE. They will be sensitive to family terminology and cultural reticence. Staff have a duty under Safeguarding Guidance to report any concerns that come from discussions to the Designated Safeguarding Lead.

Monitoring and implementation

The monitoring of this policy will be mainly completed by the PSED subject lead, as well as through the monitoring and evaluation by the Senior Leadership Team.

The Governing Body will monitor the effectiveness of this policy, ensuring that it is reviewed as part of the three year policy cycle review. They may be asked to support and challenge the school should any disputes come to light, to ensure that the policy was followed to the best of the schools ability.