



Rawmarsh & Arnold Nursery School Federation

Relationships and Health Education (RHE)

Policy Statement

Although Relationships and Health Education is non-statutory for Maintained Nursery Schools, we do understand the importance of this and want to ensure our children are provided with a Relationships and Health curriculum that is age-appropriate and prepares them for adult life by supporting them through their physical, personal, social, emotional and moral development. This helps them to understand themselves, respect others, and form and sustain healthy relationships. This is embedded within the culture of our federation and through our federation vision and values. Our federation creates an inclusive, safe and respectful school environment where bullying, sexual violence or sexual harassment is not tolerated.

RHE gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships. It enables pupils to learn about safety and risks in relationships. It also emphasises the children's understanding of their own physical and emotional wellbeing.

Our RHE policy should be read alongside our Early Year policy.



Birth to 5 Matters states: “Personal, Social and Emotional Development is fundamental to all other aspects of lifelong development and learning, and is key to children’s wellbeing and resilience. For babies and young children to flourish, we need to pay attention to how they understand and feel about themselves, and how secure they feel in close relationships: in so doing they develop their capacities to make sense of how they and other people experience the world. Children’s self-image, their emotional understanding and the quality of their relationships affect their self-confidence, their potential to experience joy, to be curious, to wonder, and to face problems, and their ability to think and learn.”

Links to Birth to 5 Matters

The following elements are taught in RHE. We aim for children to be working towards these when they leave our Nursery Schools. These come directly from Birth to 5 Matters, which is non-statutory guidance for the Early Years Foundation Stage. These provide the building blocks for children’s future RHE teaching and learning, when they begin Primary School education.

Personal, Social and Emotional Development	
<i>Making relationships</i>	• Children playing cooperatively, taking turns with others. • Take account of one another’s ideas about how to organise their activity. • Show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. • Develop, nurture and appreciate our friendships, family, sharing and helping others, including our school community • Children are able to identify trusted adults (both at home and school) who they can talk to if they feel worried.
<i>Sense of Self</i>	• Children are confident to try new activities, and to say why they like some activities more than others. • Children become confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. • They say when they do or do not need help. • Recognises that they belong to different communities and social groups and communicate freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination
<i>Understanding Emotions</i>	• Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. • Understands their own and other people’s feelings, offering empathy and comfort • More able to manage their feelings and tolerate situations in which their wishes cannot be met
Physical Development	
<i>Moving and Handling</i>	• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Jump off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles

	• Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
<i>Health and Self-Care</i>	• Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time • themselves.
Understanding of the World	
<i>People and Communities</i>	• Children will know that families are important for children because they give love, security and stability. • They will learn that families can look different from their own and that families are characterised by love and care. • Enjoys joining in with family customs and routines • Recognises and describes special times or events for family or friends • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
<i>The World</i>	• Children talk about past and present events in their own lives and in the lives of family members. • They learn that other children do not always enjoy the same things. • School is full of festivals and celebrations connected to loving friendships, family and community. Children learn to understand and respect diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning. • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment

Area of learning	Curriculum Intention	How we teach
Families and people who care for me	By the end of the child's Nursery School education they should have begun to develop an understanding; - that families are important for children 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. - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	- The environment reflects different cultures and beliefs. - The environment as part of core provision contains artefacts and clothing linked to a range of cultures and traditions. - Books; fiction and non-fiction are readily available within the environment. These reflect families from a range of cultures and with disabilities and additional needs. Books covering same sex relationships and non-stereotyping books on occupations, heroes and family life are included in the offer. These support tolerance and respect for differences. - Celebrations and festivals are celebrated with the children in school and parents are encouraged to attend stay and play workshops to support special events. - Regular patterns of activities create routine and help children to know what to expect next also foster a sense of security and self-confidence.
Caring friendships	By the end of the child's Nursery School education they should have begun to develop an understanding; - how important friendships are in making us feel happy and secure, and how people choose and make friends. - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. - how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	- Our approach is based on an Attachment Aware response to supporting behaviour in young children. <i>We are curious about behaviour and use a nurture approach to support young children with "big feelings"</i>. - We use an emotion coaching, Thrive, method to ensure children can co regulate and develop self-regulation - Children are taught to reflect on the consequences of their actions, how they can seek resolution and how they can alter their behaviour next time. With the developmentally youngest children, the adult models this key language, supports the child to rectify and develop strategies and skills to avoid further conflict, and asked for help and support. - The children regularly discuss and have modelled to them turn taking. They vote on books at story time, names for the hatched chicks and songs at singing; they are taught to respect others choices when they differ from their own. - The Outdoor Areas place significant emphasis on holistic development and have significant benefits on personal and social wellbeing. - The curriculum is planned to support the long-term mental health of our children;

		we aim to develop strategies that will support the children in their next stage of their educational journey and beyond.
Respectful relationships (including: consent)	By the end of the child's Nursery School education they should have begun to develop an understanding; - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - practical steps they can take in a range of different contexts to improve or support respectful relationships. - the conventions of courtesy and manners. - the importance of self-respect and how this links to their own happiness. - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. - about different types of bullying and how to get help. - what a stereotype is, and how stereotypes can be unfair, negative or destructive. - the importance of permission-seeking (consent) and giving in relationships with friends, peers and adults.	- We encourage children to respect others, to share and collaborate, to appreciate and be sensitive to other people's feelings and qualities. - Language is not a barrier to learning at the school, all key people use visual cues and Makaton signs to support children. This is also reflected in the environment. Children often use the symbols to communicate with other their needs and wants. - We celebrate different festivals and cultures, ranging from our Christian festivals such as Christmas and Easter, Saints day such as St. George, Chinese New Year, the Hindu and Sikh festival of Diwali and the Muslim celebrations of Ramadan and Eid. We also adjust our plan to recognise the faiths and cultures of children and families within the school and community. - The children regularly take part in voluntary service and charitable giving. They are supported to think about others beyond their family circle who might need practical or financial help. - Through the use of Thrive strategies children are taught to reflect on the impact of the language and actions they use and how they make others feel. Adults model the language and give prompts 'kind hands' 'use kind words' etc. - Adult's model asking for consent. For example, when changing a child the adult constantly talks through what they are doing and why when providing intimate care; respecting the child's choices, concerns and promoting the child's independence.
Online relationships	By the end of the child's Nursery School education they should have begun to develop an understanding; - that people sometimes behave differently online, including by pretending to be someone they are not. - that the same principles apply to online relationships as to face-to-face relationships, including the importance	The school uses the developmentally appropriate teaching materials provided by childnet and the UK safer internet centre.

	of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <i>All at age appropriate level</i>	
Being safe	By the end of the child's Nursery School education they should have begun to develop an understanding; - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, 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 get advice e.g. family, school and/or other sources.	- Children are taught to keep themselves safe, recognise when they need to ask for help and inform adults of their worries. The curriculum incorporates; home safety, NSPCC 'Pants' material, Stranger danger, road safety, beach & water safety. - How to ask for help. - Regular parent workshops are the places that support parents to understand their child's learning, the curriculum and staying safe topics. - The NSPCC 'pants' rule empowers children to 'say no'.
Mental Wellbeing	By the end of the child's Nursery School education they should have begun to develop an understanding; - to be able to learn strategies to help with self-control and begin to learn to self-regulate - to engage in emotion coaching to learn about: 'In the moment' – what emotion looks like in everyday life - to develop strategies to deal with emotional ups and downs - accepting all emotions as normal and valid	- Children learn about different emotions through puppets, group times and storied. - The children learn about co and self-regulation through their everyday interactions with key people - The children have opportunities for mindfulness

	- using moments of both negative and positive behaviour as opportunities for reflection - building trusting and respectful relationships	
Physical health and fitness	By the end of the child's Nursery School education they should have begun to develop an understanding; • to learn that physical activity is good for your health • opportunities to engage in a range of physical activities • engage in the toilet training journey	• Children talk about the physical effects on their bodies, e.g. sweating, breathing • The children have the opportunity to move in a range of ways with various equipment • The outdoor areas challenge children to take risks • Children supported in school and at home to become toilet trained • Due to our broad and balanced curriculum, pupils have a strong understanding of healthy lifestyles. With access to the large nursery garden children develop fitness and gross motor skills
Healthy Eating	By the end of the child's Nursery School education they should have begun to develop an understanding; • understanding what a healthy diet is • risk associated with unhealthy eating, e.g. tooth decay • how to prepare something to eat, e.g. baking in school	• Children learn about healthy eating through snack time and the curriculum • Children have the opportunity to prepare and cook food, e.g. bake a cake, make bread • Children learn about where food comes from through growing vegetables in out garden • Healthy daily snacks are offered and the lunch policy ensures parents provide healthy choices for those children who stay all day. The children drink water at school, which supports good oral health. The lunchtime policy helps parents to think about what should be in a packed lunch to provide a healthy balanced diet; e.g. a portion of starchy food, at least one portion of fruit/vegetables, one portion of protein and one portion of dairy food.
Health and Prevention	By the end of the child's Nursery School education they should have begun to develop an understanding; • know about safe exposure to the sun, e.g. I need to wear a hat and sun cream when it is sunny • it is important to sleep and rest • dental hygiene • personal hygiene and germs, the importance of handwashing • the importance of oral health routines	• Children take part in the bedtime challenge. This scheme teaches children about the importance of brushing their teeth from an early age and promotes tooth brushing at home. • The importance of staying healthy is built into the routines of the day, children are taught about the need of wearing sun hats and sun cream in the warmer months and wellies and coats in the colder, when accessing the outdoor environment. • Children learn how to stay safe in the sun

		• Children have spaces in school where they can rest – e.g. sofas, treehouse, quiet room • Children well-rehearsed in good handwashing practices
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Legislation and statutory guidance

This 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 2025.
- 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).
- Keeping children safe in education – for schools and colleges (DfE, 2025).
- Promoting fundamental British values through SMSC (DfE, 2014).

The headteacher and governing board will review this policy on an annual basis. The next scheduled review date for this policy is October 2026

Any changes made to this policy will be communicated to all employees immediately.

Appendix

Consent – support for parents and carers

What is consent?

Consent means giving someone a choice about touch or actions and respecting their answer. With children, we often use the language "asking for permission."

At this age, we want to lay the foundation for setting boundaries, making decisions about their bodies, asking for permission, and responding appropriately when someone says no to them.

Besides consent, children need to learn that they can set boundaries and limits on when and how their bodies are touched and by whom.

Children who understand the importance of consent:

- Feel empowered to confidently make decisions about their bodies
- Feel comfortable talking to trusted adults about these topics
- Know the importance of setting and respecting boundaries

Conversations around consent should be ongoing. Here's how you can incorporate consent into everyday conversations with your child.

Ways to ask your child for consent:

- "Do you want a hug goodbye today? We could also wave or high five."
- "Can I sit beside you while we read this book?"
- "Can I tell your teacher that your grandma died?"

Ways to model consent:

- "Do you need a break from tickling, or are tickles still okay with you?"
- "It's OK if you don't want a goodnight hug."
- "Can I help you put your jacket on?"

Ways to teach your child to ask for consent with other children:

- "Do you want to play with the red or the blue car?"
- "Do you want to hold hands when we walk to lunch?"
- "Can I sit next to you on the bus?"

Teach Your Child:

- Your body belongs to you
- You get to decide what happens to your body
- No one should touch you without permission
- Telling someone not to touch you is NOT rude
- Consent means always choosing to respect others' boundaries
- Respecting someone's boundaries shows that you care about them

NSPCC PANTS Rule

We teach our children the NSPCC's Underwear Rule, using the 'PANTS' acronym, which is like a green cross code for staying safe from sexual abuse.

PANTS stands for:

Privates are private
Always remember your body belongs to you
No means no
Talk about secrets that upset you
Speak up, someone can help



The PANTS rule supports us to teach the children at an age-appropriate level about:

- “appropriate” and “inappropriate” touching
- your child’s right to say no to things that make them feel upset or uncomfortable
- naming parts of the body
- who your child can turn to if they ever feel upset or worried.