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Ghanshyam Education Trust  
Charity No. 1122165  
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Company Limited by Guarantee

# Relationship and Health Education (RHE) Policy

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## 1. Aims

The aims of Relationships and Health education (RHE) in our nursery school are to:

- Provide a framework in which sensitive discussions can take place,
- Prepare and teach children the importance of health and hygiene,
- Help children develop feelings of self-respect, confidence and empathy,
- Create a positive culture around issues of relationships,
- Teach children the correct vocabulary to describe themselves and their bodies.

Ghanshyam Nursery School is committed to safeguarding and promoting the welfare of children, as we believe that this is of paramount importance. We expect all staff and volunteers to share this commitment. We uphold the rights of everyone to equality under the law regardless of gender, age, race, belief, ability, disability, sexual orientation or identity.

We believe that our core school motto ('Laying the foundations for life' - We strive to provide the highest quality childcare facilities and personnel for the social, personal, cultural and religious advancement of the child) and British Values are not mutually exclusive. We focus on ensuring our work is effective in securing this motto; challenging children, staff and parents/carers who express opinions contrary to the British Values with regard to our duty to prevent extremism and radicalisation. Ghanshyam Nursery School has the highest regard for the safety of the children in our care and will carry out its duties to safeguard and promote the welfare of children at all times.

## 2. Statutory requirements

The early years foundation stage (EYFS) sets standards for the learning, development and care of your child from birth to 5 years old. We follow these guidelines. We do not have to follow the National Curriculum but we are expected to offer all children a curriculum that is similar to the National Curriculum including requirements to teach Understanding The World and personal, social and emotional development (PSED). This would include the elements of learning about part of a human body.

In teaching RHE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Ghanshyam Education Trust we teach RHE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Review – a member of the governing body and staff pulled together all relevant information including relevant national and local guidance,

2. Staff consultation – staff across the nursery were given the opportunity to look at the policy and make recommendations,
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy at the nursery.
4. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification.

## 4. Definition

RHE is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

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

RHE is not about the promotion of sexual activity.

## 5. Curriculum

Our RHE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, and taking into account the age, developmental stage, needs and feelings of our children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that children are fully informed.

## 6. Delivery of RHE

RHE is taught within the EYFS National Curriculum of Understanding of The World and personal, social and emotional development (PSED). Biological aspects of RSE are not taught at all.

Personal, social and emotional development (PSED) 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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (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).

We will be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### 6.1 Inclusivity

Since the children in our nursery are very young, we will not teach about these topics but instead focus on the PSED. No aspect of sex education will be taught hence all the children will have access to equal opportunity of learning. As a result, parents cannot withdraw their child from relationships or health education.

### 6.2 Use of resources

The nursery will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RHE guidance

- Would support children in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our children
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to children' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to children. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our nursery **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with children' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session

- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

Our nursery **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **8. Roles and responsibilities**

### **8.1 The Board of Governors (BOG)**

The Board of Governors (BOG) will approve the RHE policy, and hold the manager to account for its implementation. Staff will also be trained to ensure age appropriate resources are used in the nursery.

### **8.2 The Manager**

The Manager is responsible for ensuring that RHE is taught consistently our nursery. As stated earlier, parents cannot withdraw their child from relationships or health education.

### **8.3 Staff**

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual children

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 manager and the BOG.

### **8.4 Children**

Children are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

## **9. Parents' right to withdraw**

Parents do not have the right to withdraw their child from relationships or health education.

## **10. Training**

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The manager will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RHE.

## **11. Monitoring arrangements**

The delivery of RHE is monitored by the manager through:

Monitoring arrangements such as planning scrutiny, learning walks and discussions with the staff and parents.

Children' development in RHE is monitored by room leaders as part of our internal assessment systems.

This policy will be reviewed by the staff and parents annually. At every review, the policy will be approved by the Board of Governors.

## Appendix 1: Curriculum map

### Relationships and Health education – form part of our Personal, Social and Emotional Development (PSED) curriculum map.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. PSED is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and carers providing them with positive feedback and modelling appropriate behaviour.

In the Revised EYFS PSED is broken down into three aspects: <https://help-for-early-years-providers.education.gov.uk/personal-social-and-emotional-development>

#### **Self-confidence and self-awareness (Emotions)**

This aspect is about how children come to develop confidence in who they are and what they can do and in expressing their own ideas. We know that although many children have several people who care deeply about them all children need to have at least one person who is 'on their side' for them to really thrive. This helps the child feel valued and special and gives them a sense of self-worth. This in turn leads to them being confident with others and knowing when they need support from other people. Understanding children's emotions is critical to understanding their behaviour. Early years children feel a range of emotions, but often cannot express, interpret or process them like us. Babies develop a sense of self by interacting with others and by exploring their bodies and the objects around them.

#### **Managing Feelings and Behaviour (Sense of self)**

This aspect is about how children can understand their own feelings and other people's feelings, and how they learn to manage their feelings without letting them spill out at every small annoyance they meet. It also links to how they learn and can follow simple rules, which operate in different places such as home and a setting or a play area. Children need the support of adults to help them to understand these complex and often challenging areas.

#### **Making relationships (Relationships)**

This aspect is about how young children learn to get along with other children and with adults; how they can see something, from somebody else's point of view and consider those when they play and work with other children. It is also significant in developing friendships. To be able to do these things children need role models – adults who show them how to be with others; how to be kind and to understand why people behave in certain ways – such as saying sorry for hurting another person's feelings.

This area of development and learning is one, which many adults continue to struggle with since it is far ranging and complex. Helping children develop personally, socially and emotionally is often challenging but the benefits of this are life-long.