

Relationships and Health Education Policy (RHE) in the Kindergartens

Approved by: Erika Vargova **Date:** 01/09/2023

Last reviewed on: September 2023

Next review due by: September 2024

Introduction

At Greenwich Waldorf School the RHE curriculum is embedded in our daily lives, through daily activities and focuses on social and emotional aspects as well as 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 both on and offline. RHE in the Kindergartens plays a vital part in meeting GSS' safeguarding obligations. It acts as a preventative programme that enables pupils to learn about safety and risks in relationships.

Statutory Elements

From September 2020 all schools have a statutory obligation to deliver age appropriate elements of Relationships and Health Education, including in the Early Years. Parents have the right to withdraw their child from all or part of the relationships and health education provided in our Kindergartens, except for those parts included in the statutory EYFS.

In our Kindergartens the following elements are taught:

Curriculum and Learning Goals

Early Years (age 3 – 5 years)

Physical Development

Health and Self-Care

- Children know the importance of physical exercise and a healthy diet for good health, and talk about ways to keep healthy and safe.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Managing Self (Self-Confidence and Self-Awareness)

- Children are confident to try new activities, and to say why they like some activities more than others. They are 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 don't need help.
- 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. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- Children are able to identify trusted adults (both at home and school) who they can talk to if they feel worried.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Building Relationships

- 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 others' needs and feelings, and form positive relationships with adults and other children. We focus on nurturing and appreciating our friendships, family, sharing and helping others, including our school community with good and kind deeds.

Understanding of the World

People Culture and Communities

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions, Kindergarten 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.

Transition children (age 5-6 years)

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 body parts with the correct scientific words and what areas of the body are private.
- Know that no-one has the right to touch them without their consent. Know that no means no and that their “no” or “stop” should make anyone stop uninvited touch straight away. Know who they can go to for help if their “no” or “stop” is not respected.
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Use technology safely, keeping personal information private.
- Identify where to go for help when they have concerns about content or contact on the internet or other online technologies.

Information/advice/guidance:

- Working together to safeguard children

Compliance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance DfE
- Equality Act 2010
- EYFS - Early Years Foundation Stage
- Keeping Children Safe in Education

References:

- GSS – Safeguarding and Child Protection Policy
- GSS – Anti-Bullying Policy
- Early Years Nappy/Clothes Changing and Toileting Policy and Procedures
- Early Years Positive Behaviour Policy
- GSS – Online Safety Education Policy

