

Michael Hall

a Steiner Waldorf School

Kindergarten Relationships and Sexual Education (RSE)/ Relationships and Health (RHE) Policy

Policy Owner	Early Years Assistant Principal
Formally endorsed by	Council of Trustees
Endorsement Date	September 2020
Next Review Date	September 2021

Introduction

At Michael Hall School Kindergartens, the Relationships and Sexual Education/ Relationships and Health (RSE/ RHE) curriculum is lifelong learning about personal, physical, moral and emotional development. Alongside the Personal, Social Health Emotional component of the EYFS (PSHE) the RSE curriculum teaches qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching children to stay safe and healthy, and by building self-esteem, resilience and empathy we support children to form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices. In the Michael Hall School Kindergarten Early Years, our students range in age from 3-6 years old. The RSE curriculum is embedded in our daily practice of our pedagogy in an age-appropriate way as recommended by the statutory guidance.

Policy Statement

At Michael Hall School's Kindergartens it is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. This is embedded within culture of the kindergarten and in the curriculum (EYFS statutory guidance and in Michael Hall pedagogical values).

RSE gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. RSE in the Kindergartens plays a vital part in meeting Michael Hall School's safeguarding obligations. It acts as a preventative programme that enables pupils to learn about safety and risks in relationships. It also emphasizes the child's understanding of their own physical and emotional wellbeing.

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, and how to participate in creating well balanced healthy diet. They know and learn how to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet. Through the joy of physical movement and exercise, children learn about physical exercise and the benefits it has towards their health.

Personal, Social and Emotional Development

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.

Managing Feelings and Behaviour

- 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.

Making 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.

Families and People Who Care For Me

- Children will know that families are important for children because they give love, security and stability.
- They will learn that families can look different than their own and that families are characterized by love and care.

Understanding of the World

People 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 5-7 years)

In addition to the goals for Early Years children, 5 – 7 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.
- 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:

- Child Protection & Safeguarding Policy
- Toileting Policy and Procedures
- Kindergarten Intimate Care Policy
- Early Years Positive Behaviour Policy
- Online Safety Policy