



THE MULBERRY HOUSE SCHOOL

All Mulberry House School policies must be read and considered in conjunction with the Equal Opportunities Policy, Child Protection and Safeguarding Policy, Confidentiality Policy, Behaviour Policy, Anti-Bullying Policy, SMSC Policy, and the Race Equality and Inclusion Policies.

RELATIONSHIPS AND HEALTH EDUCATION (RHE)

This Guidance of Mulberry House School applies to all sections of the school including the Early Years Foundation Stage.

The Mulberry House School is a Rights Respecting School (RRS) and we take our responsibility as Duty Bearers seriously, respecting (though not exclusively) the following Children's Rights Articles under the United Nation's Convention on the Rights of the Child (UNCRC) in relation to this school policy.

- ◆ Article 3, The best interests of the child must be a top priority in all decisions and actions that affect children.
- ◆ Article 28, Every child has the right to an education.
- ◆ Article 29, Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

This policy also aligns with:

- ◆ The updated DfE Relationships, Sex and Health Education Guidance (2025)
- ◆ Relationships and Health Education (RHE) curriculum appropriate for pupils aged 2-7.
- ◆ Independent School Standards (ISS)
- ◆ Equality Act 2010
- ◆ KCSIE 2024/25
- ◆ EYFS Statutory Framework

Relationships and Health Education

Relationships and Health Education is taught at the appropriate age level for children within each year group of The Mulberry House School. Every child is entitled to receive Relationships and Health Education to include all ethnicities, genders, religions, ages, cultures, disabilities, sexualities, languages, special needs, and disadvantaged or looked after children. The school will cover on our science curriculum content any reproduction and life cycles.

The school does not teach any non-statutory sex education and references to reproduction relate solely to the statutory science curriculum.



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Our Personal, Social, Health and Economic Education (PSHE) programme encompasses Relationships and Health Education. Relationships and Health Education is lifelong learning about relationships, emotions, gender issues, sex, sexuality, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. We aim to deliver this at an age appropriate level across the EYFS and Key Stage One.

Definition

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships and family life.

To cover the curriculum content in the Relationships and Health Education Guidance, we will equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- ◆ Understand their health, wellbeing and dignity
- ◆ Build self-esteem and self-worth
- ◆ Explore and value their personal identity and the identities of others
- ◆ Explore a range of family structures, including LGBT+ families and other family structures
- ◆ Understand and make sense of the real-life issues they are experiencing in the world around them
- ◆ Manage and explore difficult feelings and emotions
- ◆ Consider how their choices affect their own wellbeing and that of others
- ◆ Know what appropriate and inappropriate behaviour looks like
- ◆ Kind and unkind behaviours, including bullying
- ◆ Develop as informed and responsible citizens
- ◆ Understand and ensure the protection of their rights throughout their lives

Aims and Objectives for Relationships and Health Education

The aims of Relationships and Health Education are:

- ◆ To develop confidence in talking, listening and thinking about feelings and relationships
- ◆ To develop skills to make and maintain positive relationships
- ◆ To develop positive attitudes and values and respect differences in opinion
- ◆ To be able to name parts of the body and describe how their bodies work
- ◆ To be able to protect themselves and know where to go for help and support

The organisation of our Relationships Education

The Headteacher is the designated teacher with responsibility for coordinating our Relationships Education.



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The Relationship Education is delivered implicitly through Science, RE, PSED, PSHE, Citizenship, Literacy activities and circle time. Relationships Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors.

A range of teaching methods which involve children's full participation are used to teach Relationships Education. These include use of video, discussion, looking at case studies, drama and role play.

Relationships and Health Education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

Directors

The directors will ensure that:

- ◆ All pupils make progress in achieving the expected educational outcomes
- ◆ The subjects are well led, effectively managed and well planned
- ◆ The quality of provision is subject to regular and effective self-evaluation
- ◆ Teaching is delivered in ways that are accessible to all pupils with SEND
- ◆ Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and
- ◆ The subjects are well resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- ◆ An annual review of curriculum materials and monitor staff training needs.

Pupil consultation

As a Rights Respecting School, the school very much values the opinions of pupils at the school and wants their voices to be heard. As such, the Pupil Parliament in the Prep classes, review the policy annually to provide suggestions to the Headteacher on its contents and ways to improve its provision.

Parental consultation

The school is sympathetic to the views and culture of families and will work with them in the teaching of our relationships education. Along with the Parent Ambassadors, the Relationships Education will be shared, discussed and reviewed annually and in line with any statutory requirements. All content within this policy will be developed through consulting with parents/carers.

Working in partnership with parents we recognise the importance of this aspect of their child's education. Lessons will be taught sensitively with consideration for cultural and religious beliefs.

Parent's Right to Withdraw



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The Mulberry House School follows the statutory Relationships and Health Education (RHE) curriculum appropriate for pupils aged 2-7. Parents have the right to withdraw their children from the non-statutory elements of sex education within the national Relationships, Sex and Health Education (RSHE) guidance. However, the school does not deliver any sex education. All teaching forms part of the statutory RHE curriculum, from which parents cannot withdraw their children.

Subject Content

The curriculum programme is developed by the Headteacher, Senior Deputy Headteacher and the Pastoral team in conjunction with all teachers, pupils and parents.

In The Mulberry House School we will meet the learning objectives and content outlines as set out in the Relationships and Health Education. All content will be delivered in a timely way that is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Early Years Foundation Stage (EYFS) (Squirrels' to Prep I)

Children learn about the concept of male and female, in humans, plants and animals. In ongoing Personal, Social, Health and Economic Education (PSHE) work, they develop skills to form friendships and think about relationships with others.

As part of topic work the children learn about themselves including their body, life cycles and pollination. Please see a breakdown below of the curriculum content covered in each EYFS class.

Class	Content
The Squirrels' Class	<p>Awareness of Feelings</p> <ul style="list-style-type: none">◆ To learn how to recognise and name when they are happy. <p>'People who help us'</p> <ul style="list-style-type: none">◆ To develop the children's social skills and enjoy being with and talking to other children and adults. <p>Families - 'All about me'</p> <ul style="list-style-type: none">◆ Explore photographs of their family and who lives with them.◆ Begin to share and take turns in small groups.
The Hedgehogs' Class	<p>Awareness of Feelings</p> <ul style="list-style-type: none">◆ To learn how to recognise and name when they are happy or sad. <p>'People who help us'</p> <ul style="list-style-type: none">◆ To identify special people (family, carers) and gain their attention.



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	<ul style="list-style-type: none">◆ To be able to name important people in their lives.◆ To speak about how people in the community help us. <p>Families - 'All about me'</p> <ul style="list-style-type: none">◆ To share the enjoyment of celebrations in role play and talk about celebrations in their own lives, in those of others and in religious communities.
The Otters' Class	<p>Awareness of Feelings</p> <ul style="list-style-type: none">◆ To learn how to recognise and name different feelings such as happy, sad and angry.◆ Use a range of words to describe feelings.◆ How to tell people how they are feeling. <p>Families - 'All about me'</p> <ul style="list-style-type: none">◆ To understand what makes a place special and recognise special places in the community. <p>Healthy and happy friendships</p> <ul style="list-style-type: none">◆ To initiate play with others and to keep play going by responding to what others are saying or doing.◆ To begin to understand that they and other children have feelings such as happiness, sadness, feeling cross, lonely, scared or worried.
The Badgers' Class	<p>Awareness of Feelings</p> <ul style="list-style-type: none">◆ To be aware of their own feelings and know that some actions or words can hurt others.◆ To begin to develop simple strategies for managing their feelings and behaviour.◆ To be aware of the needs of others, and to take turns and share resources, sometimes with support.◆ To be able to negotiate and solve problems without aggression. <p>Healthy and happy friendships</p> <ul style="list-style-type: none">◆ Forming friendships and how kind and unkind behaviours impact other people.



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	<ul style="list-style-type: none">◆ Making friends and getting along, sharing and kindness.◆ Being a good friend and respecting personal space.◆ To be confident to talk to others about their own needs, wants, interests and opinions.◆ To understand the importance of belonging and explore some of the ways in which people express care and concern for each other.
The Transition Class	<p>Awareness of Feelings</p> <ul style="list-style-type: none">◆ To recognise when they need help with their feelings and seek a familiar adult.◆ To develop strategies on how to cope with feeling sad or frustrated and be able to soothe themselves and refocus their attention. <p>Relationships</p> <ul style="list-style-type: none">◆ To be able to describe their unique qualities and strengths.◆ How they are similar or different to others, and what they have in common. <p>Healthy and happy friendships</p> <ul style="list-style-type: none">◆ To explore what makes a good friend.◆ Understanding what makes a happy friendship. Recognising personal boundaries and safe and unsafe situations.◆ Appropriate behaviour and that hurtful behaviour is not acceptable and how to report bullying.◆ Solving friendship difficulties.◆ How to act if someone invades your personal boundaries and who to speak to. <p>Health and Wellbeing</p> <ul style="list-style-type: none">◆ How to keep safe from the sun.◆ Strategies for resilience. <p>People and Communities</p> <ul style="list-style-type: none">◆ To show an interest in different occupations and ways of life.◆ To learn about different routines and customs.
The Prep I Class	Health and Wellbeing



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- ◆ That household products including medicines can be harmful if not used properly.
- ◆ The importance of good hygiene to stop germs being passed on.
- ◆ The importance of living a healthy lifestyle.
- ◆ The importance of exercise.
- ◆ The importance of good sleeping habits.
- ◆ About the similarities and differences between males and females.
- ◆ To be able to name the main parts of the body (including external genitalia, using specific language such as vagina and penis).
- ◆ About gender stereotypes.

Relationships

- ◆ To know which people they can ask for help when they feel unhappy or unsafe.
- ◆ To be able to describe their unique qualities and strengths and the strengths of others.
- ◆ What privacy means and the importance of respecting others' privacy.
- ◆ To know why bullying is wrong and how to get help.
- ◆ To recognise, explore and discuss the feelings associated with exclusion and inclusion.
- ◆ To discuss how our actions affect others.
- ◆ To know when I should ask for permission and also when my permission should be sought.

Online Safety

- ◆ How to keep themselves safe online.
- ◆ To know what makes a good friend both in person and online.
- ◆ Appropriate behaviour and that hurtful behaviour is not acceptable and how to report bullying (including cyber bullying).



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Key Stage 1 (The Prep II and III Classes)

- ◆ To learn about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. i.e. learning what a relationship is, what a friendship is, what family means and who are the people who can support them.
- ◆ Through work in science the children will learn about life cycles of some animals, understand the idea of growing from young to old, learn that all living things reproduce.
- ◆ They learn about the importance of personal hygiene to maintain good health.
- ◆ In RE children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
- ◆ The principles of positive relationships also apply online and as such the curriculum addresses online safety and appropriate behaviour in a way that is relevant to pupils' lives.
- ◆ They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.
- ◆ They also learn about personal safety that animals including humans, move, feed, grow, and use their senses and reproduce.
- ◆ To recognise and compare the main external parts of the human body.
- ◆ Children learn that humans and other animals can reproduce offspring and these grow into adults.
- ◆ Children learn to recognise similarities and differences between themselves and others.
- ◆ Children learn to treat others with sensitivity.
- ◆ Story time books such as 'Castle Garden' are used to aid learning.
- ◆ A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes as set out in our 'Mulberry Mindset.' This encourages the development of empathy, perseverance, honesty, respect, kindness, as well as being mindful of others around them.

Please see a breakdown below of the curriculum content covered in each Prep class.

Class	Content
The Prep II Class	Health and Wellbeing <ul style="list-style-type: none">◆ How rules and restrictions help to keep them safe.



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- ◆ To make suggestions for their class rules.

- ◆ To demonstrate ways in which they are working and playing responsibly and cooperatively at school and at home.

- ◆ To become active members of the community.

Relationships

- ◆ To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.

- ◆ Know how to recognise and report feelings of being unsafe and feeling bad about any adult.

- ◆ To identify ways to manage their feelings.

- ◆ To identify strategies to promote positive behaviours within a group.

- ◆ To discuss change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.

- ◆ To recognise and share their opinions on things that matter to them.

- ◆ To recognise and name the special people in our lives and to recognise and be able to explain why these people are special.

Online Safety

- ◆ How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them.

- ◆ That not everything they see online is trustworthy and that people can pretend to be someone that they are not.

- ◆ How to tell a trusted adult if/when they are worried for themselves, or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns



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	<p>them, including how to get help in an emergency or how to dial 999 and what to say.</p>
The Prep III Class	<p>Health and Wellbeing</p> <ul style="list-style-type: none">◆ That mental health and wellbeing is a normal part of daily life, in the same way as physical health, and therefore we must take care of our mental health and wellbeing.◆ How to talk about their emotions and respond appropriately in different situations.◆ Strategies to manage transitions and key stages.◆ About what constitutes a healthy diet and the risks of eating too much sugar.◆ About how to maintain good oral hygiene and the importance of regular visits to the dentist.◆ About the benefits of exercise in daily and weekly routines on physical and mental health and wellbeing.◆ School rules about Health and Safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient call to 999 if necessary).◆ Undertake mini-first aid training. <p>Relationships</p> <ul style="list-style-type: none">◆ To recognise the importance of self-respect.◆ That pressures to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.◆ About critical thinking and decision making.◆ Have strategies to deal with peer pressure.◆ What constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.



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- ◆ To recognise appropriate and inappropriate physical contact and understand the need to seek and give permission (consent) in different situations.
- ◆ Understand personal space and unwanted touch and be able to judge what kind of physical contact is acceptable, comfortable, unacceptable, and uncomfortable and how to respond. (Including who to tell and how to tell them).
- ◆ What it means to feel safe, and explore and recognise early warning signs we have that tell us we might not be feeling safe e.g. signals such as increased heart rate, sweating, feeling flushed, muscle tension etc...
- ◆ About why someone may behave differently online, including pretending to be someone they are not.
- ◆ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- ◆ To understand that gender, race and social class do not determine what jobs people can do.
- ◆ To understand that the choices we make can help the world become a better place.
- ◆ To understand and respect that people have different opinions.
- ◆ To understand what it means to think and make decisions for myself.
- ◆ To explore situations in which we need to say no.
- ◆ To understand the negative effect bullying has on others.
- ◆ To discuss a range of ethnicities and faith and show respect to others.



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	<ul style="list-style-type: none">◆ Can explain why and how laws are made and identify what might happen if laws are broken.◆ To discuss the terms democracy and human rights in relation to local government. <p>Online Safety</p> <ul style="list-style-type: none">◆ Can explain ways in which someone might change their identity depending on what they are doing online (e.g. Gaming, using an avatar, social media) and why.◆ Describe positive ways for someone to interact with others online and how this will positively impact on how others perceive them online.◆ I can explain how identity online can be copied, modified or altered.◆ I can explain the importance of asking for help when needed and know who to talk to.
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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).

Subject Delivery

Relationships Education will be delivered in The Mulberry House School as part of our Personal, Social and Emotional Development (PSED), Personal, Social, Health, Emotional and Economic (PHSEE) Education, Computing and Circle times, which have planned, timetabled lessons across the EYFS and KS1.

The scheme of work will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example, when teaching about the external body parts). School staff will not express or be expected to express their personal views or beliefs when delivering the curriculum.

Monitoring

We regularly monitor our Relationships and Health Education Scheme of Work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national



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requirements under Relationships and Health Education guidance, and that learning outcomes are reflective of pupils' needs.

Monitoring will also ensure that all materials are age-appropriate, factual, and free from political bias, and that staff receive regular training to deliver the curriculum safely and confidently.

Teaching will be factual, age-appropriate and free from political bias. Staff will not promote personal beliefs.

This policy will be reviewed by the school's leadership team in conjunction with the Headteacher, Personal Development Lead, the SLT team and the school's Directors. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made will be clearly communicated to the wider school community.

The School's Leadership Team monitors the implementation of the programme through:

- ◆ Lesson observations
- ◆ Pupil discussions
- ◆ Planning scrutiny
- ◆ Looking at samples of pupils' work
- ◆ Visiting speakers

Assessment

At the Mulberry House School, we are committed to supporting the children's personal development and wellbeing. Teachers assess all of the pupils' progress within their personal development through observations, a base line assessment at the start of each term and then an end of term assessment to monitor progress.

Assessment will focus on pupils' understanding, skills and ability to apply learning, and will not assess personal beliefs or values. Assessment methods will be adapted for pupils with SEND to ensure accessibility.

The class teachers also meet with each pupil half way through the term and this is tracked via our 'Happiness Scale' which ensures that pupils' emotional wellbeing can be monitored and appropriate support put in place via a wellbeing plan, if this is necessary.

Evaluation

Evaluation of our scheme of work is crucial to ensure that we can continue to improve provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including:

- ◆ Teacher evaluation of lessons and the overall Relationships and Health Education Programme
- ◆ Evidence from lesson observations
- ◆ Feedback and evaluation by pupils (pupil interviews, surveys, focus groups)
- ◆ Sampling pupils work



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- ◆ Tracking Analysis
- ◆ Trends, parental feedback, and any online-safety-related concerns to ensure the curriculum remains responsive to pupils' needs.

Children with special needs

Teaching will be adapted for pupils with SEND through the use of visual supports, simplified language, repetition, pre-teaching of key concepts, and careful pacing to avoid emotional overload. Staff will work closely with the SENDCo and parents to ensure pupils can access the full Relationships and Health Education curriculum.

Equality and Lesbian, Gay, Bisexual and Transgender (LGBT)

When teaching Relationships and Health Education, the school will ensure that all pupils understand the importance of equality, dignity and respect, including respect for those with protected characteristics under the Equality Act 2010. Teaching will be factual, sensitive, and free from political bias. Family diversity, including LGBT+ families, will be taught in an age-appropriate way that avoids stigmatisation of any child.

Teaching will avoid stigmatisation of any child or family and will reflect the diversity of modern Britain.

Child Protection / Confidentiality

Teachers need to be aware that effective relationships education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member **must** inform the Designated Safeguarding Lead in this instance and treat it as they would any safeguarding concern.

A member of staff cannot promise confidentiality if concerns exist and should report any disclosure in the same way as any child protection or safeguarding concern.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Staff will provide factual, age-appropriate answers and will not share personal beliefs. Where a question is not appropriate for the child's developmental stage, staff will explain this sensitively and provide an alternative opportunity for support if needed.