

Policy & Procedure



Relationships and Health Education policy 2021 - 2022

This policy is reviewed every year and was agreed by the Governing Body of Homefields Primary School **in Summer 2021** and will be reviewed again in **Summer 2022**

Signed: _____ Chair of Governors

Date: _____

STATUTORY POLICY

Homefields Primary School

Relationships, Sex and Health Education policy

1. Aims

We are a successful school that prides itself on its commitment to providing all pupils with high quality education which is reflected in our high levels of attainment and progress. At Homefields we want our children to become lifelong learners. We want them to be curious and to know how they can develop attitudes and skills that enable them to become resilient learners for life. Our six Learn to Learn attitudes underpin our ethos and we work together as a school community to ensure every child has the opportunity to;



1.1 At Homefields Primary school, Relationship, Sex and Health Education (RSHE) enables children to understand what positive relationships are and how to form them. The children learn about the role of families and the other support networks that care for them as well as learn about what constitutes a caring friendship and how to maintain respectful relationships. This includes online friendships and how to stay safe online too. At Homefields Primary school, the RSHE within Key Stage 2 also includes informing pupils of the physical and emotional changes that adolescence brings as well as developing an understanding of the human life cycle in relation to reproduction. The teaching and assessment of RSHE is always considered with respect of the pupils; age, physical and emotional maturity, religious background and if applicable their Special Educational Needs and/ or Disability.

2. Statutory Requirements

2.1 As part of a primary academy school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We follow the National Curriculum, including the requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

At Homefields Primary School we teach RSHE as set out in this policy.

3. Policy Development

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

1. Review – the PSHE coordinator pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all teachers were given the opportunity to look at the policy and make recommendations.
3. Parent consultation – parents were given the opportunity to read both the draft policy and the curriculum content. Opportunities were given to make comments and raise questions and seek any further clarification.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

4.1 For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

4.2 For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

5. Curriculum Intent

5.1 Relationships and health education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

5.2 At Homefields Primary school our curriculum follows the updated guidance (2020) set out by the Department for Education. The RSHE curriculum is outlined below. We use a variety of teaching and learning styles and place an emphasis on active learning by including the children in discussions and problem-solving activities. We have developed the curriculum in consultation with parents, pupils and staff by considering the needs of our pupils and the demographic of our school.

Relationship education is **compulsory** but sex education is not compulsory in primary schools.

There's no list of expectations for **sex education** at the primary level, as it is not compulsory. However, as Homefields Primary school has chosen to include it in Key Stage 2, (Year 6 only)

- **Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born. (Year 6 pupils)**

6. Relationships Education

6.1 The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

- Families and people who care about me
- Caring friendships • Respectful relationships
- Online relationships
- Being safe

See table below for the content laid out in the DfE Guidance:

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • 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
Respectful relationships	<ul style="list-style-type: none"> • 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 (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	<ul style="list-style-type: none"> • 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 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 • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • 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
Sex Education Year 6 only	<p>There's no list of expectations for sex education at the primary level, as it is not compulsory. However, as Homefields Primary school has chosen to include the following in Year 6 only.</p> <ul style="list-style-type: none"> • Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

7. Parents' right to withdraw

7.1 Parents **do not** have the right to withdraw their children from relationships education or the programme of study as part of the requirements of the science curriculum. Parents **can** request for their child to be withdrawn from the **Year 6 objective above only**. This must be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher (Mrs Coleman). Alternative provisions will be given to pupils who are withdrawn from sex education.

7.2 The changing of the adolescent body topics will be taught in single sex groups and, where possible, by a member of staff of the same sex.

8. Monitoring and review

8.1 The delivery of RSHE is monitored by the PSHE co-ordinator and the Headteacher through learning walks, coverage and assessment data and children's work reviews.

8.2 This policy will be reviewed by the PSHE co-ordinator, Headteacher and Governors. The next scheduled review date for this policy is **Summer 2022**. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may

need addressing. The governing board is responsible for approving this policy. Any changes made to this policy will be communicated to all staff and to parents through the school website.

9. Health Education

9.1 The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

- Mental well-being
- Internet safety and harms
- Physical health and fitness
 - * Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

See table below for the content laid out in the DfE Guidance:

TOPIC	By the end of primary school pupils should know
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that

information, including that from search engines, is ranked, selected and targeted.

- where and how to report concerns and get support with issues online.

Physical Health and Fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body menstrual cycle.	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

10.Delivery

10.1 Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, the science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE). (Please see appendix 2 for coverage of the statutory content across the school's science curriculum.) For details on the RSHE curriculum from FS1 - Year 6 please visit [PSHE curriculum](#) (scroll down for coverage).

10.2 Foundation Stage – Please see **Appendix 3** in addition to link above for the relevant curriculum content for our Nursery and Reception children,

10.3 Pupils will mainly be taught in their class groups. Single sex lessons will be used as deemed appropriate by the school e.g. about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

10.3 Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.

- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

11. Questions

11.1 Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to Relationships and Health Education Lead or Senior Leaders.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private eg. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

11.2 All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the relationship and health education programme and associated issues.

11.3 Members of staff responsible for teaching the subjects will undergo further training led by the relationships and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

11.4 Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

12. Equality and accessibility

12.1 The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against:

- age
- sex
- race
- disability

- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

For more information please see <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>.

12.2 The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

12.4 Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

12.5 The curriculum will be 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 a mum and a dad, blended families (step/half siblings) 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).

12.6 Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the sex and age range of our pupils.

12.7 We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which sets out expectations of pupils.

13. Sex education

13.1 All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

13.2 The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we only teach the following to **Year 6 Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born**

13.3 In line with our school's safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

Agreed actions from discussion with parents	
Signed by Headteacher:	
Date:	

Appendix 2- Science in the National Curriculum.

Year 1

Statutory requirements

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Year 2

Pupils should be taught to

- notice that animals, including humans, have offspring which grow into adults

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Notes and guidance (non-statutory)

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Year 3**Statutory requirements**

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Notes and guidance (non-statutory)

Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.

Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.

Year 4

Statutory requirements

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Notes and guidance (non-statutory)

Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.

Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

Year 5**Statutory requirements**

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.


Year 6**Statutory requirements**

Pupils should be taught to:



- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Appendix 3





Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Physical Development: Health and self-care			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>40-60+ months</p>	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. <p>Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<ul style="list-style-type: none"> Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately. Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health. Be sensitive to varying family expectations and life patterns when encouraging thinking about health. Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. 	<ul style="list-style-type: none"> Plan opportunities, particularly after exercise, for children to talk about how their bodies feel. Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.



Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Physical Development: Health and self-care			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>22-36 months</p>	<ul style="list-style-type: none"> Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support. 	<ul style="list-style-type: none"> Respond to how child communicates need for food, drinks, toileting and when uncomfortable. Support parents' routines with young children's toileting by having flexible routines and by encouraging children's efforts at independence. Support children's growing independence as they do things for themselves, such as pulling up their pants after toileting, recognising differing parental expectations. Involve young children in preparing food. Give children the chance to talk about what they like to eat, while reinforcing messages about healthier choices. Remember that children who have limited opportunity to play outdoors may lack a sense of danger. 	<ul style="list-style-type: none"> Allow children to pour their own drinks, serve their own food, choose a story, hold a puppet or water a plant. Offer choices for children in terms of potties, trainer seats or steps. Create opportunities for moving towards independence, e.g. have hand-washing facilities safely within reach. Provide pictures or objects representing options to support children in making and expressing choices. Choose some stories that highlight the consequences of choices. Ensure children's safety, while not unduly inhibiting their risk-taking. Display a colourful daily menu showing healthy meals and snacks and discuss choices with the children, reminding them, e.g. that they tried something previously and might like to try it again or encouraging them to try something new. Be aware of eating habits at home and of the different ways people eat their food, e.g. that eating with clean fingers is as skilled and equally valued as using cutlery.
 <p>30-50 months</p>	<ul style="list-style-type: none"> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<ul style="list-style-type: none"> Talk with children about why you encourage them to rest when they are tired or why they need to wear wellingtons when it is muddy outdoors. Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster. Talk with children about the importance of hand-washing. Help children who are struggling with self-care by leaving a last small step for them to complete, e.g. pulling up their trousers from just below the waist. 	<ul style="list-style-type: none"> Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to. Plan so that children can be active in a range of ways, including while using a wheelchair. Encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life.

Understanding the world: People and communities

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 Birth - 11 months	<i>The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.</i>	See Personal, Social and Emotional Development and Communication and Language.	See Personal, Social and Emotional Development and Communication and Language.
 8-20 months			
 16-26 months	<ul style="list-style-type: none"> Is curious about people and shows interest in stories about themselves and their family. Enjoys pictures and stories about themselves, their families and other people. 	<ul style="list-style-type: none"> Help children to learn each other's names, e.g. through songs and rhymes. Be positive about differences between people and support children's acceptance of difference. Be aware that negative attitudes towards difference are learned from examples the children witness. Ensure that each child is recognised as a valuable contributor to the group. Celebrate and value cultural, religious and community events and experiences 	<ul style="list-style-type: none"> Provide opportunities for babies to see people and things beyond the baby room, including the activities of older children. Collect stories for, and make books about, children in the group, showing things they like to do. Provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes. Make photographic books about the children in the setting and encourage parents to contribute to these. Provide positive images of all children including those with diverse physical characteristics, including disabilities.
 22-36 months	<ul style="list-style-type: none"> Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> Talk to children about their friends, their families, and why they are important. 	<ul style="list-style-type: none"> Share photographs of children's families, friends, pets or favourite people. Support children's understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.

Understanding the world: People and communities

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. 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. 	<ul style="list-style-type: none"> Encourage children to talk about their own home and community life, and to find out about other children's experiences. Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time. Encourage children to develop positive relationships with community members, such as fire fighters who visit the setting 	<ul style="list-style-type: none"> Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting. Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad. Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented. Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter. Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café. Provide role-play areas with a variety of resources reflecting diversity. Make a display with the children, showing all the people who make up the community of the setting. Share stories that reflect the diversity of children's experiences. Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.
 40-60+ months	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>Early Learning Goal 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.</p>	<ul style="list-style-type: none"> Encourage children to share their feelings and talk about why they respond to experiences in particular ways. Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing. Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. 	