

PSHE & RSHE Policy



PALFREY INFANT SCHOOL PSHE & RSHE POLICY



As a Rights Respecting School we believe:

Every child has to learn and have an education. Article 28 & 29

Every child has a right to be safe from harm and abuse : Article 19

Every child has a right of freedom of expression. Article 13

Every child has a right to be part of a community and practise his or her own religion and use his or her own language Article 30

Every child has a right to rest and leisure. Article 31

Every child has a right to keep healthy Article 24

CURRICULUM LEAD TEACHER: H ROGERSON

GB Standards Committee 28.11.23

Statutory Requirements

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSHE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

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Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The PSHE & RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2023.*

The following policies are also relevant to this Relationships and Health Education policy:

- Anti-bullying
- Equality and Inclusion Strategy
- Safe-guarding
- Online Safety Policy

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment linked to being a rights respecting school.

Aims

The aims of our PSHE & RSHE programme are:

- Provide accurate and age-appropriate information for all children.
- Provide a framework in which sensitive discussions can take place
- Help support children through their physical, emotional and moral development.

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- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies (At Palfrey Infants we use the term 'private parts' to describe sexual parts.)
- Our Relationship, Sex, Health Education (RSHE) is firmly rooted in our teaching of Personal, Social & Health Education (During circle time & assemblies) & Science.
- We teach children about the nature and importance of developing mutually supportive relationships. Our Relationship Education helps develop the skills children need to understand differences between people and helps to prevent and remove prejudice by teaching people to love, respect and care for one another.
- Help children make informed choices.
- Build confidence and self-esteem.

Roles and responsibilities

The Governing Board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school.

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Subject Leader

- Leading the development and delivery of effective PSHE & RSHE.
- Keeping up-to-date with the development of PSHE & RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating PSHE & RSHE and providing necessary reports.
- Liaising with parents and carers, including sharing materials used to teach RSHE
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in PSHE & RSHE.

All Staff

- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Pupils

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Pupils are expected to engage fully in PSHE & RSHE and treat others with respect and sensitivity.

Curriculum

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

We use the Kapow Primary scheme and have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner and referred to parents.

There is no explicit teaching about sex education in Reception, Year 1 and Year 2.

Delivery of PSHE & RSHE

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online 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).

Palfrey Infant School recognises these structures may exist within our school and would acknowledge these as part of our pupils discussions **if relevant**.

Guidelines & Organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

- Long term planning, medium term planning and individual lesson plans are acquired through the Kapow Primary scheme of learning.
- RSHE is covered within the PSHE curriculum.
- Lessons are adapted as necessary for the class or individual learners, based on their prior knowledge, understanding and skills.
- These lessons are taught weekly. EYFS are taught through circle time, focus time with a member of teaching staff and within the continuous provision. KS1 lessons should be between 30-45 minutes long.
- PSHE & RSHE links should be made across the curriculum when appropriate (for example: within reading comprehension lessons).
- When possible, a knowledgeable member of staff that the children know and trust should deliver PSHE lessons as sensitive topics are discussed during these lessons.

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Teaching and Learning

PSHE and RSHE is delivered in line with the teaching and learning policy. Staff and parents can refer to the Intent, Implementation, Impact document that can be found on the school website. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Training

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

The Headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSHE.

Monitoring arrangements

The delivery of PSHE & RSHE is monitored by H Rogerson.

Monitoring arrangements include planning scrutinies, learning walks, pupil discussions etc.

Pupils' development in PSHE & RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Miss Rogerson, Subject Leader every 3 years. At every review, the policy will be approved by Curriculum and Standards Committee.

Safeguarding

PSHE & RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Staff must follow the safeguarding policy when any disclosure or concern is raised.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required, including those who are fostered or adopted or have a unique family unit.

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Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Appendix 1

Reception Overview

Unit	Lesson focuses
Self-regulation: My feelings	<p>To identify their feelings.</p> <p>To identify and express my feelings.</p> <p>To explore different coping strategies to help regulate our emotions. To identify our own feelings and consider the reasons behind them.</p> <p>To explore the different adjectives that can be used to describe feelings.</p> <p>To explore different facial expressions and what they mean.</p> <p>To identify different feelings and how to moderate behaviour socially and emotionally.</p>
Building relationships: Special relationships	<p>To talk about our families. To understand that all families are valuable and special.</p> <p>To talk about people that hold a special place in children's lives and think about what it means to be a valuable person.</p> <p>To understand why it is important to share and cooperate with others. To develop strategies to help when trying to share with others.</p> <p>To see themselves as a valuable individual. To understand that it is ok to like different things.</p>
Managing self- Taking on challenges	<p>To understand why we have rules.</p> <p>To understand the importance of persistence in face of challenges and developing confidence in their won ability to solve problems.</p> <p>To work together as a group to overcome challenges and communicate effectively with others.</p> <p>To learn and practise 'grounding' coping strategies.</p> <p>To understand the importance of perseverance in the face of challenge.</p> <p>To learn new skills, showing resilience and perseverance in the face of challenge.</p>
Self regulation: Listening and following instructions	<p>To learn the importance of listening carefully by playing recall games.</p> <p>Understanding the importance of listening carefully, telling the truth and thinking of others' feelings.</p> <p>Following instructions or actions and persevering when things get difficult.</p> <p>Learning to follow instructions involving several ideas or actions and giving simple instructions.</p> <p>Learning to listen and respond to phrases and instructions.</p>

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Building Relationships- My family and friends	<p>Think about the perspectives of others in the class and learning about how different beliefs celebrate special times.</p> <p>To understand why sharing is important.</p> <p>To understand the characteristics that make a good friends.</p> <p>Learn the importance of supporting others by being kind.</p> <p>To plan a party to celebrate special friendships within the class.</p>
Managing Myself- My wellbeing	<p>To learn about the importance of exercise and explore how exercise affects different parts of the body.</p> <p>To explore yoga, guided meditation and relaxation.</p> <p>To understand why it is important to be able to take care of oneself.</p> <p>Explore what it means to be a safe pedestrian.</p> <p>To explore what it means to eat healthily.</p> <p>To understand the importance of healthy food choices and what a balanced diet is.</p>

Year One Overview

Unit	Key Skills	Key Knowledge
Family and Relationships	<p>Exploring ow families are different to each other.</p> <p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p> <p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (e.g. aunty, cousin etc).</p> <p>To know that some information about me and my family is personal.</p> <p>To understand that friendships can have problems but that these can be overcome.</p> <p>To understand some characteristics of a positive friendship.</p> <p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>
Health and Wellbeing	<p>Learning how to wash my hands properly.</p> <p>Learning how to deal with an allergic reaction.</p> <p>Exploring positive sleep habits.</p> <p>Exploring two different methods of relaxation.</p> <p>Exploring health-related jobs and people who help look after our health.</p>	<p>To understand we can limit the spread of germs by having good hand hygiene.</p> <p>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>To know that certain foods and other things can cause allergic reactions in some people.</p>

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	<p>Identify personal strengths and qualities.</p> <p>Identifying different ways of managing feelings.</p>	<p>To know that sleep helps my body repair itself, grow and restores my energy.</p> <p>To know that strengths are things we are good at.</p> <p>To know that qualities describe what we are like.</p> <p>To know the words to describe some positive and negative emotions.</p>
Safety and the changing body	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p> <p>Learning what is and is not safe to put in or on our bodies.</p> <p>Practising making an emergency phone call.</p>	<p>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p> <p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p> <p>To know that an emergency is a situation where someone is badly hurt, very ill, or a serious accident has happened.</p> <p>To know that emergency services are the police, fire service and the ambulance service.</p>
Citizenship	<p>Recognising why rules are necessary.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong.</p>	<p>To know the rules in school.</p> <p>To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To understand that people are all different.</p>
Economic wellbeing	<p>Discussing how to keep money safe.</p> <p>Discussing what to do if we find money.</p> <p>Exploring choices people make about money.</p> <p>Developing an understanding of how banks work.</p>	<p>To know that coins and notes have different values.</p> <p>To know some of the ways children may receive money.</p> <p>To know that it is wrong to steal money.</p> <p>To know that banks are places where we can store our money.</p> <p>To know some jobs in school.</p> <p>To know that different jobs need different skills.</p>

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Year Two Overview

Unit	Key Skills	Key Knowledge
Family and Relationships	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p> <p>Understanding difficulties in friendships and discussion action that can be taken.</p> <p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p> <p>Exploring how loss and change can affect us.</p>	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p> <p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p> <p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p> <p>To know that there are ways we can remember people or events.</p>
Health and Wellbeing	<p>Exploring the effect that food and drink can have on my body.</p> <p>Exploring some of the benefits of exercise on body and mind.</p> <p>Exploring some of the benefits of a health, balanced diet.</p> <p>Suggesting how to improve an unbalanced diet.</p> <p>Learning breathing exercises to aid relaxation.</p> <p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need to perseverance and developing a growth mindset.</p> <p>Developing an understanding of self-respect.</p>	<p>To know that food and drinks with lots of sugar are bad for our teeth.</p> <p>To understand the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>To know that breathing techniques can be useful strategy to relax.</p> <p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>
<p>Safety and the changing body</p> <p>(The scientific vocabulary used during this unit: penis, testicles/testes, vulva and vagina)</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p> <p>Exploring what people can do to feel better when they are ill.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something that makes me uncomfortable online.</p>

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	<p>Learning how to be safe around medicines.</p>	<p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p> <p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p> <p>To know the names of parts of my body, including private parts.</p>
Citizenship	<p>Explaining why rules are in place.</p> <p>Identifying positive and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws.'</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that everyone has similarities and differences.</p>
Economic wellbeing	<p>Identifying whether something is a want or a need.</p> <p>Recognising that people make choices about how to spend their money.</p> <p>Exploring the reasons why people choose certain jobs.</p>	<p>To know some of the ways in which adults get money.</p> <p>To know the difference between a 'want' and 'need'.</p> <p>To know some of the features to look at when selecting a bank.</p>

NB: Lessons on puberty are not taught in the Early Year Foundation Stage (Nursery and Reception) and Key Stage 1 (Years 1 and 2). These are usually taught in Years 5 and 6.