



Policy for PSHRE including RSE

Reviewed in: March 2020

Review due: September 2021

Signed: _____

All schools are required to have a Relationships and Sex Education (RSE) policy to set out their teaching approach. RSE is an integral part of our PSHRE policy and so we have chosen to combine these two policies into one document. This policy outlines the purpose, nature and management of PSHRE and relationship education taught in our school.

Education about relationships is covered through many aspects of our PSHRE curriculum. This policy is in line with the new statutory guidance for relationship education September 2020.

This policy covers our school's approach to PSHRE and RSE (relationships and sex education) and was produced through consultation with staff, parents, pupils and governors. It should be read alongside our Child Protection Policy.

This policy is available to all on the school website. If you require a paper copy please contact the school office via email at the following address.

office@westdale-inf.notts.sch.uk

This policy is informed by our school's vision which is;

Westdale is a happy community where magical things happen...

Our school is :

A happy, safe place where **everyone** is a valued member of the Westdale Community

A place where we instill pride so that **everyone** achieves personal success

A place which develops independent, resilient learners, helping us **ALL** to grow

A place where we are excited about our learning, it's fun!

A place where together we listen to each other, we care about each other and we always include each other in all we do

At Westdale Infant School, we want Personal, Social and Health Education (PSHRE) to enable our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self worth by playing a positive role in contributing to school life and the wider community. They experience the process of democracy in school through the School Parliament. We provide opportunities for them to learn about rights and responsibilities through our Investors in Pupils accreditation and appreciate what it means to be a positive member of a diverse society.

Aims of PSHRE and Citizenship

Currently under the Education Act 2002 all schools must provide a broad and balanced curriculum which:

- *Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and*
- *Prepares pupils at the school for opportunities, responsibilities and experience of later life*

The 2006 Education and Inspections Act placed a duty on governing bodies to "*promote the wellbeing of pupils at the school.*"

Guidelines require all state schools to teach relationships and health education at primary schools from September 2020. Our aims are to enable the children:

- To recognise their own worth
- To work well with others
- To develop positive relationships and respect for others
- To understand our common humanity, diversity and differences
- To know and understand what constitutes a healthy lifestyle
- To develop safety awareness
- To be positive and active members of a democratic society
- To develop self-confidence and self-esteem and make informed choices regarding personal and social choices
- To know their body belongs to them and they have the right to say 'no' if something makes them feel uncomfortable
- To form good relationships with other members of the school and the wider community

Children receive their legal entitlement to every subject of the National Curriculum. We expect pupils to attend all trips and visits, which enhance their learning in school.

Children are encouraged to take responsibility for their school community through taking on roles such as Class MPs, Smile Team (playground buddies), Eco Team, Class Ambassador or class responsibilities linked to our Investors in Pupils award.

Each child owns a '**Passport to Life.**' This includes examples of learning/activities from the following list and ensures that all children have access to our PSRHE curriculum. See progression of PSHRE learning for each year group.

- Enterprise
- Healthy lifestyles
- Drug awareness
- SRE
- First Aid
- Anti-bullying
- Exercise
- Cookery
- Relationships
- Learning Power and Learning Muscles
- Citizenship
- E-Safety

Learning Environment

We will create a safe and supportive learning environment by ensuring that where pupils indicate they may be vulnerable and at risk they will get appropriate support by following the school's child protection policy and safeguarding procedures.

Equality

Every school has to follow the aims of the Equality Act 2010:

- To eliminate unlawful discrimination
- To advance equality of opportunity to all females and males
- To foster good relations between people

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will take into account the age, ability, readiness and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHRE provision.

British Values

The guidance on British values instructs schools that we must promote respect and awareness in pupils for all faiths, races, background and cultures. We have a duty to ensure that we do not place religious laws ahead of the British judicial system or teach anything that undermines the rule of English civil and criminal law.

SEND

We recognise the right for all pupils to have access to PSHRE learning which meets their needs. We will ensure that SEND pupils receive access to PSHRE through careful planning of their needs and inclusion and we will not exclude access to PSHRE for any pupil.

Intended Outcomes

Active learning and engagement in learning is the most effective way to teach PSHRE sessions, rather than passively receiving information. Pupils at Westdale will be given opportunities to consider and clarify their values and beliefs, to rehearse and develop enquiry and interpersonal skills. They also need factual information and a comprehensive and balanced knowledge base to inform their present and future choices.

We use a range of active learning, including the children in activities such as discussions, role-play, games, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or special occasion, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts, incidents of anti-social behaviour or set agreed classroom rules of behaviour (e.g. in circle time sessions). Children have opportunities to meet and work with members of the community and can take on different roles of responsibility during their school life.

R:Time (Relationship time)

R time is a structured program which we use at Westdale Infants to build and enhance relationships for all our children. R time is fun and the children love it! Each R time session lasts 10 - 15 minutes and takes place once a week, usually on a Monday morning as part of our PSHRE curriculum.

What are the outcomes?

- It builds respectful relationships and good manners.
- It enables children to develop lifelong social skills.
- It reduces bullying.
- It improves behaviour.
- There is no educational challenge in any of the activities. They are purely designed to foster and develop pupil relationships
- Children learn to understand and value differences and things in common; and respect the rights of others to have beliefs and values which are different from their own.

Learning Power

There is a significant overlap between PSHRE and our 'Learning Power' approach, which has a high profile across the school and forms the focus of Monday introduction and Friday Magical Moment assemblies. This adds great strength to our teaching of key learning skills: the emotional aspects of learning, resilience (perseverance, managing distractions etc.); the cognitive element, resourcefulness (questioning, imagining); the strategic aspect of learning, reflectiveness and the social aspect of learning, respect, sharing, listening, empathy and imitation. We also develop PSHRE and citizenship through whole-school learning opportunities across the curriculum, including daily assemblies, and special days or weeks planned into the school calendar.

Opportunities for curriculum enrichment:

All pupils are offered opportunities to enrich their educational experience, and all are encouraged to take up as many activities as possible e.g.

- Visit to local churches
- School Parliament representatives attend monthly meetings with HT to discuss school issues
- Class Ambassadors – 2 per class from meet visitors and represent the class
- Eco Team – help look after our school environment and raise awareness
- Playground Buddies/Smile Club – organise games for children, look after and help to support children who have chosen to sit on the buddy bench
- After school clubs

We promote PSHRE through a whole school system of extra curricular activities including:

- a) Healthy snacks / fruit scheme
- b) School Parliament
- c) Class stickers / House Points
- d) Head Teacher's awards
- e) Friday Magical Moment assemblies
- f) Target setting and certificates
- g) Passport to life
- h) Children taking responsibility for the school through: –
 - Stars in assembly
 - Fund raising activities
 - Buddy reading
 - Classroom responsibilities

Playground Buddies/Smile Team

The Smile Team are on hand at break times and lunch times to support children around school. They support children who feel lonely and may organise games or help to resolve conflict/ seek adults to support.

PSHRE and Citizenship curriculum planning We teach PSHRE and Citizenship in a variety of ways. Some of the objectives are covered in dedicated PSHRE lessons. Many of the objectives are covered through other areas of the school's curriculum e.g. RE, assemblies, Science, attitudes and expectations of behaviour promoted by adults in the school. The whole school

participates in Anti-Bullying Week every year. We also develop PSHRE and citizenship through activities and whole-school events e.g. the School Parliament representatives from each class meet regularly to discuss school matters. We offer a residential trip at the end of Y2 where there is a particular focus on developing pupils self esteem and giving them opportunities to develop leadership and co-operation skills.

Foundation Stage We teach PSED in the Foundation Stage as an integral part of the teaching and learning covered during the year. It is a prime area of learning within the seven areas broken down into three aspects; self-confidence and self-awareness, managing feelings and behavior and making relationships. We have also thought about the foundation skills that these pupils need to have to be ready for Y1 and have planned these into the F2 curriculum sequence of learning.

Working with parents:

PSHRE is strongest where there is collaboration and communication between school and home. We are committed to working with parents and carers and will offer support where needed. We may offer material for parents/carers to explore at home with their children (Parentmail and website) and will offer workshops for parents interested in finding out more about PSHRE at relevant points in the year eg online safety/anti-bullying.

We will communicate PSHRE learning to parents through topic newsletters and will at various points in the year, encourage discussion of topics at home by Parentmail notifications and information on the school website eg, linked to E Safety Day.

Transition

Children starting school in the Foundation Stage have visits with parents at different times of the day. Parents complete 'All About Me' booklet to aid a smooth transition. FS2 children graduate to having dinner with and playtimes with KS1 children. Whole school transition includes meeting new teachers, parent's attending information sessions with new class teachers and visits to their new classrooms to minimise any anxiety. Y2 and Y3 teachers work closely together to plan transition activities and Y2 pupils have Y5 'buddies' which support them as they move up to the Junior School.

Principles and Methodology

Teachers will consider pupils' starting points as they will bring different levels of knowledge and understanding to any issue explored through the PSHRE curriculum. Any new topic in PSHRE should be start by determining pupils' prior knowledge to enable teachers to make more effective judgments about pupils' progression and development in learning. It is important pupils are helped to make connections between learning in school and their current and future real life experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHRE education.

Lessons should be sensitive to a range of views. We will ensure that pupils have access to the learning they need to stay safe and healthy and protect and enforce their human rights.

The key concepts, knowledge and skills are outlined in the year group teaching sequences and progression maps. Learning is organised into a series of recurring themes which pupils experience each year eg relationships. At each encounter, the demand of the level of learning increases and deepened. This avoids PSHRE becoming disconnected topics. We allocate one hour per week of PSHRE learning for each year group. This time may be blocked as a themed

day/week to allow for deeper learning. Planned enrichment days e.g. diversity/shine day are used to develop and extend our PSHRE program.

Confidentiality and Handling Disclosures

We will set ground rules at the start of each session that teacher's cannot offer confidentiality as they must keep everyone safe. We will ensure that all pupils know that all contributions are to be valued. It is important that pupils feel free to ask any questions and that these are valued. If a disclosure is made, the school's Child Protection Policy will be followed and the DSL informed.

Assessment and recording PSHRE education alone is not responsible for pupils' future lifestyle choices as with any other subject, assessment should focus on learning, set against objectives and outcomes. It is important assessment for PSHRE is specific to PSHRE learning and not other areas of the curriculum. Teachers and pupils should be clear about what has been learned and how knowledge and understanding has progressed. Foundation Stage assess children under EYFS PSED area of learning as required.

Assessment values and recognises what pupils have done or completed successfully, thereby raising their self-esteem. Children's individual attitude to learning is reported to parents termly. Areas of learning covered are held in the individual 'Passport to Life' as a record of achievement which follows each child through to Year 2. Staff assess pupils learning in PSHRE by using the PSHRE essential skills and data collection Spring 1 and Summer 2. Teacher's will evidence pupil's learning and progression in PSHRE through learning journeys and topic books.

Links

We recognise that PSHRE links to learning in other areas of the curriculum most notably Science, IT, RE and Citizenship. The policy complements and supports the following policies;

- Child Protection and wealth of safeguarding policies
- Anti-Bullying
- Online Safety
- Food Policy
- RE
- Science
- IT

Monitoring and Review

The PSHRE Leader is responsible for monitoring the standards of children's learning and the quality of teaching. This person supports colleagues in the teaching of PSHRE by giving them information about current developments in the subject. Strengths and weaknesses in the subject and areas for further improvement are discussed with the head teacher and put in action plans for that subject area.

This policy should be reviewed at least every 18 months-2 years to ensure it continues to meet the needs of pupils, staff and parents and that it is in line with current DFE advice and guidance.

What is Sex and Relationships Education?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. In primary schools, some aspects are taught in science, and others are taught as part of PSHRE.

At our infant school, sex education is of course not taught explicitly. We aim to develop relationships teaching in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHRE) curriculum. Developing healthy relationships with each other is at the core of our teaching in F2 and KS1 by looking at our core values of kindness and friendship. The other aspect at the core of our teaching in the area is the knowing how to value and respect our bodies and know that we have the right to say 'no' if something makes us feel uncomfortable. The 'PANTS' rule is taught in every year group to embed this.

We learn about;

- The importance of values
- Our families and how they might look different from each other and recognise what might be the same
- Developing thinking skills as part of making choices

Personal and social skills:

We learn to;

- Manage emotions and relationships, including conflict
- Develop self-respect and empathy for others
- Make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Develop strategies for managing conflict
- Developing skills in personal relationships, e.g. friendships, bullying, building of self-esteem, communication, assertiveness
- Helping children to understand that some touch can be unwelcome and to resist unwanted touch
- Generating an atmosphere where children feel safe to ask questions and raise concerns

Agreed Procedure

- We teach SRE through different aspects of the curriculum. Much of this teaching will take place in PSHRE/ R time and Passport to Life sessions. Other subject areas contribute significantly to children's knowledge and understanding of their own bodies, particularly Science and P.E.
- Discussion will be encouraged to allow children to share their emotions. Sometimes this will occur as a result of particular things that have happened at school and at home. It is important to respond to these as appropriate and as and when things happen.

Working with Parents

Later on in their school career, children may be withdrawn by their parents from parts of the Relationship and Sex Education programme that is not part of the statutory national curriculum for Science. This will be not be relevant within our infant school setting. We will publish on our website what aspects of the curriculum are being taught and when. We will happily share any resources with parents on request.

Child Protection

Teachers will refer to the school policy and the council's child protection procedures and guidelines.

Links with the Wider Community

There are a range of people in the community who may be able to support PSHRE e.g. school nurses, health visitors, health related organisations and professionals and Local Authority staff. These external agencies can give the pupils access to a wide range of experience and expertise, new resources and different approaches to learning. The use of any external agency must be planned to enhance the provision within school and agreed with the PSHRE subject leader.

Visitors should be aware of the school's policy on visitors coming into school. Westdale Infant School will ensure that the professionals adopt a consistent approach similar to that of teaching staff and are aware of any statutory requirements and safeguarding procedures.

Teachers will refer to the school policy, teaching pupils to keep themselves safe from harm, both on and offline.

Use of Language

Staff should introduce a safe, neutral vocabulary with which to communicate. They should acknowledge the words used at home and with friends but should negotiate the use of words at School that are acceptable to all concerned. The requirement of the National Curriculum in Key Stage 1 Science states that pupils should be able to name the external parts of the human body. This provides grounding for pupils to confidently use the correct words for sexual parts.

Answering Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers should 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. This may involve referring the child back to their parent/carer, school health advisor/school nurse for an answer or seeking advice from the PSHRE Leader.

Review and Monitoring

The policy will be monitored and evaluated by:

- PSHRE Leader
- Central Leadership Team (CLT)
- Governors

Other Related Policies:

- Child Protection Policy
- Positive Behaviour Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Code of Conduct
- Online Safety Policy

References:

- Passport to life
- Learning Powers
- National Curriculum Coverage and year group coverage documents
- Essential skills
- Education Act 1996
- Learning and Skills Act 2000
- Equality Act 2010
- KCSIE 2019