

Wallace Fields Infant School and Nursery



PSHE, Relationships, and Health Education

Wallace Fields Infant School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Reviewed: June 2022

Next Review: June 2025

Wallace Fields Infant School is proud to be a part of South Farnham Educational Trust.

Document Location

S:\Office\Policies\WFIS Master Policies\Relationships and Sex Education Policy.docx

Document History

Date	Version	Amended By	Comment (e.g. reason for version change)
December 2016	1	Julia Todd	Tri Annual policy review/new guidelines from Babcock 4S
March 2018	2	Julia Todd	Policy check before Governor review – subject lead change of name
April 2019	3	Megan Cooper	Policy check before leaving for Mat Leave and change of PSHE lead
May 2019	4	Roisin Sharp	Policy update following SMSC training
July 2020	5	Aimee Selfe	Policy update following PSHE Association training on RSE
June 2022	6	Katie Muir	Policy Review

WHO HAS BEEN INVOLVED IN THE POLICY'S DEVELOPMENT AND CONSULTATION

- Staff and governors
- All school personnel, parents and pupils have been made aware of this policy.
- The policy will be available to parents on our school website.

DEFINITIONS

PSHE

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future, through three core themes; Health and Wellbeing, Relationships and Living in the Wider World. These helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The guidance states that by the end of Key Stage 2 all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so' and should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010. RSE is aimed at KS2 and above students and will not be covered in our Infant school. There is an additional policy (RSHE Policy).

Health Education

Health Education includes an understanding of how to maintain good physical health and mental wellbeing. Pupils should be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and give pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Relationships Education, Health Education and Science work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

Effective teaching of all of these areas can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

AIMS AND OUTCOMES OF PSHE/RSE IN THE CURRICULUM

Our PSHE, Relationships, and Health Education curriculum supports pupils to achieve their academic potential. Learning from one area may be related and relevant to others. Whilst the DFE framework distinguishes three separate core themes, there will be extensive overlap. The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from Summer 2021.

The overall aim of PSHE, Relationships, and Health Education is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

MORALS, VALUES, EQUALITIES AND SAFEGUARDING

The PSHE and Relationships and Health Education programme at the school reflects our ethos and demonstrates and encourages our school values.

Further to this PSHE, Relationships and Health Education will support the school's duty to promote the development of pupils' spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the school's safeguarding and child protection protocols.

The school is committed to the provision of PSHE, Relationships and Health Education to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family background.

CONTENT (Learning Outcomes)

EYFS: The EYFS 2021 Framework set out educational programmes coverage of the PSHE curriculum encompasses these aspects which link to the Early Learning Goals.

- Talk about what makes a family (people and communities)
- Understand who the people are in our lives who look after us (people and communities)
- Understand the things that make them unique (people and communities)
- Recognise that all human beings share many similar characteristics (people and communities)
- Understand the (managing self)
- Understand what constitutes appropriate behaviour (self regulation)
- Demonstrate strategies for saying 'no', how and when to respond like this (self regulation)
- Learn how to respect others' feelings (self regulation)
- Name the external parts of the body using correct terminology (managing self)
- Understand that the body changes with growth and development (the world)
- Learn about lifecycles of a seed, frog, butterfly (the natural world)

KS1: The programmes of study for PSHE are set out into three themes the content of each theme is as follows: Relationships, Living in the Wider World and Health and well-being. The learning covered within these themes are as follows.

- Recognise and compare the main external parts of the bodies of humans including agreed names (penis and vagina) for sexual parts (PSHE and Science)
- Recognise similarities and differences between themselves and others and treat others with sensitivity – both on and off line
- Identify and share their feelings with others
- Consider how their feelings and actions have an impact on other people
- Recognise safe and unsafe situations – both on and off line
- Understand that their body belongs to them and certain parts are private
- Use simple rules for dealing with others when they feel unsure/unsafe and for resisting pressure when they feel uncomfortable or at risk.
- Demonstrate how they may act in a situation where they feel unsafe
- Identify and be able to talk with someone they trust
- Identify a person, or people they may talk to if they feel unsafe or unsure
- Understand that secrets should not always kept
- Recognise bullying behaviours and know what to do in a variety of situations
- Identify what makes a positive relationship
- Consider that some people will share similar interests, and other people may have different interests/hobbies
- Make a friend, talk with them and share feelings
- Know and understand that animals, including humans, grow and reproduce (PSHE and Science)
- Know and understand that humans and animals can produce offspring and these grow into adults (PSHE and Science)
- Know and understand basic rules for keeping themselves safe and healthy
- Understand that germs can spread

- Know a variety of ways to reduce the spread of germs and infections, including washing hands and using tissues
- Know and understand the needs of babies and young people
- Discuss and explain some of the ways in which they are like and different from others that they have control over their actions and bodies
- Recognise that not all families are the same
- Know and understand why families are special for caring and sharing.
- Discuss why families are special
- Consider the similarities and differences between people
- Basic first aid

From Nursery through to Year 2, time is allocated for PSHE, Relationships, and Health Education through regular 'circle time' discussions and lessons. However, it is a vast area of learning for our young children and PSHE is very much cross-curricular and skills are developed through all subjects and through daily routines in school life. It is recognised that opportunities are often spontaneous, following the children's experiences, ideas and learning. Teachers should be prepared for unplanned situations in order to maximise opportunities to develop PSHE and SMSC for all children.

HOW PSHE, RELATIONSHIPS, AND HEALTH EDUCATION IS ORGANISED IN THE CURRICULUM

PSHE, Relationships and Health education are not delivered in isolation, but firmly embedded and weaved in all curriculum areas including Science. Our PSHE curriculum is clearly organised and spread throughout the year; this can be seen in our PSHE progression grids.

- Resources used are flexible in order to meet the needs of the pupils and curriculum.
- Correct medical vocabulary will be used throughout the Relationships Education and PSHE curriculum
- Circle time activities with an emphasis on being safe; raising self – esteem, active teaching and learning, role play/scenarios, discussion
- Visitors are invited in to school because of the particular expertise or contribution they are able to make – this is to enhance the provision already in place
- Visitors are familiar with and understand the school's policy and safeguarding policy and work within these documents
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

SEND AND VULNERABLE PUPILS

- PSHE, Relationships Education, and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities (SEND) who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.
- Provision for children with Special Educational Needs (SEN) is the responsibility of the class teacher along with the support of the SENDCO and PSHE Leader. It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE, Relationships and Health curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate.
- Within the planning of PSHE / PSED consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place.

PARENTAL INVOLVEMENT

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents are/will be provided with the

opportunity to find out about and discuss the school's programme through the school website and prospectus, displays and an open door policy but it is not compulsory to send a letter with individual lesson plans.

We also encourage an open door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

PARENTAL RIGHTS TO WITHDRAW THEIR CHILDREN

All PSHE that is taught is statutory and parents cannot withdraw their children from any of the contents of PSHE, Relationships education or the Science curriculum.

Parents are also informed that the Relationship education curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

PUPIL INVOLVEMENT

We involve pupils in the development of the PSHE and Relationships education curriculum by responding to children's needs and questions either on an ad hoc basis or by planned sessions e.g. through a circle time activity.

HOW THE SCHOOL RESPONDS TO SPECIFIC ISSUES RELATED TO PSHE, RELATIONSHIPS AND HEALTH

If we have any reason to believe a pupil is at risk we are required to follow our safeguarding and child protection procedures as set out in our policy which is available on the school website.

HOW THE PSHE, RELATIONSHIPS AND HEALTH EDUCATION PROGRAMME IS MONITORED, EVALUATED, AND ASSESSED

We ensure that all pupils have equal access to the PSHE and Relationships Education programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

PROFESSIONAL DEVELOPMENT FOR STAFF

There is an on-going programme of training for staff ranging from attending training provided by external providers, (usually attended by the PSHE subject Lead), attending network meetings and internal training/discussion at weekly staff development meetings. Our school nurse also provides whole school staff training.

REVIEW OF THIS POLICY

This policy is reviewed at least every 3 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.