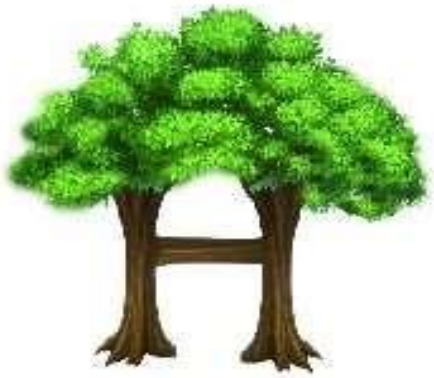
Healdswood Infant and Nursery School



RSE/PSHE Policy

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1 DEFINITION

Healdswood Infant and Nursery School offers a broad and balanced curriculum, that aims to meet the needs of every child and provides the opportunities for children to achieve their full potential. This includes promoting the spiritual, moral, social and cultural development of our pupils and preparing them for the opportunities, responsibilities and experiences of modern life. RSE is lifelong learning about physical, moral and emotional development and the understanding of the importance of loving and caring relationships.

2 AIMS

Through PSHE and Relationships Education, we aim to develop the holistic wellbeing of our children, ensuring that they develop character and a moral compass, celebrate difference, know how to keep themselves safe and healthy and become responsible members of the community. We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

2.1 INTENT

Our intent is to ensure that children are:

- able to develop their confidence and responsibility, making the most of children's abilities
- prepared for the opportunities and responsibilities of adult life
- prepared to play an active role as citizens
- equipped to make healthy choices
- able to protect themselves and ask for help and support
- helped to develop an understanding of relationships and respect differences between people

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

3 CURRICULUM

We have developed the curriculum in consultation with parents and teachers and this subject is coordinated by Mrs Buxton. For more information about our RSE curriculum (**see Appendix A**). RSE is taught within the personal, social and health education (PSHE) curriculum using 'SCARF' (Safety, Caring, Achievement, Resilience, Friendship) from Coram Life Education. This is a scheme of work which provides a whole- school structure to children's physical and mental health and wellbeing. Aspects of RSE are taught within the science curriculum and some moral aspects are taught within RE. The teaching of online relationships and being safe with personal information is taught through our Computing curriculum.

Our PSHE education, including statutory Relationships and Health education, provides a framework though which key skills, attributes and knowledge can be developed and applied. This promotes

positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future. The school's PSHE provision supports our aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

SCARF curriculum lessons cover the learning opportunities within the PSHE Association's Programme of Study, therefore providing for elements such as the rights of the child, caring for the environment, economic education, and children's social, moral, spiritual and cultural (SMSC) education, including British Values, which are statutory requirements. The SCARF resources are flexible. They can be tailored to each class pupils' precise needs, without being too prescriptive.

3.1 By the end of EYFS

Pupils will be able to:

- play cooperatively, taking turns with others
- take account of one another's ideas
- show sensitivity to others needs and feelings
- form positive relationships with adults and other children
- confident to speak in a familiar group
- talk about how they and others show feelings
- talk about their own and others behaviour and its consequences
- understand and follow rules
- know the importance for good health of physical exercise and a healthy diet
- talk about ways to keep healthy and safe

3.2 By the end of Key Stage 1

Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans
- recognise similarities and differences between themselves, their families and others and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

3.3 Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

3.4 Science National Curriculum in Key Stage One includes:

- Identify and label the basic parts of the body and say which part of the body is associated with each sense.
- That animals, including humans, have offspring that grow into adults

4 Terminology

Department for Education guidance recommends that it is important for children to learn the vocabulary associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomical language for body parts, while acknowledging common terms used by the children.

5 Monitoring and Evaluation of RSE

The school's wellbeing leader alongside SLT will monitor the impact of the Relationships Education and we wholeheartedly believe PSHE permeates through our school ethos and values. We will monitor through a variety of ways including:

- Pupil and Staff Voice

- Learning visits
- Assemblies
- Stories
- Parent Survey

Governors have a statutory responsibility to ensure the effective delivery of RSE. Governors will monitor the impact of the policy and scheme of learning on an annual basis through presentations at Full Governing Body meetings and visits to the school.

6 Roles and responsibilities

The Head teacher has responsibility for the policy and its implementation and liaising with the governing body, parents/carers,

The Subject Leader will take responsibility for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners;
- Implementing the policy and monitoring and assessing its effectiveness;
- Ensuring evaluation takes place and that this informs policy review;
- Assessing and coordinating training and support for staff and parents/carers;
- Manage all aspects of the PSHE programme developing the curriculum where appropriate;
- Monitor and quality assure the programme to ensure continuity and progression.

7 Liaison with Junior School

Policies are shared with our feeder school Skegby Juniors and they take responsibility for the specific sex education aspect of RSE.

8 Withdrawal of Students from RSE

As an infant school, we only offer statutory RSE education. **Therefore, parents do not have the right to withdraw from the curriculum we offer for RSE.** Parents are invited to view our resources and discuss any concerns with their child's class teacher

9 Equal Opportunities and Inclusion

All pupils are entitled to receive RSE regardless of ability, gender, race, religious belief or grouping. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

10 Training

Staff receive appropriate CPD in order to deliver the curriculum appropriately and effectively.

11 Safeguarding

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The Staff member will inform the DCPO (Designated Child Protection Officer) in line with school procedures.

12 Links with Other Policies

- Child Protection
- Behaviour
- Anti-Bullying

13 Policy Development, Dissemination and Review Process

This policy was drafted by the head teacher in consultation with the RSE co-ordinator, and governor representatives. Parents/carers were given the opportunity to discuss the draft policy and the teaching and non-teaching staff had the opportunity to discuss it at a staff meeting. The policy was then ratified by the governing board.

The policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of RSE, via the school office and website.

13.1 Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Should further information about PSHE education be required, please contact the PSHE education lead Miss Stretton Clarke.

Appendix A – DfE Primary Objectives

The following learning outcomes are taken from *Relationships Education, Relationships and sex education (RSE) and Health Education Guidance (2019)*, alongside the PSHE (personal, social, health and economic) Association Curriculum (guidance 2016).

Pupils will know:

- that families are important for growing up because they give love, stability and security
- about safe places to play and safe people to be with, including online
- ways in which they are alike and different from others that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- how important friendships are in making us 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/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.
- 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.
- the conventions of courtesy and manners.
- that people sometimes behave differently online, including by pretending to be someone they are not.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- 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.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.