

JOHN RAY INFANT AND SCHOOL HOUSE NURSERY COMBINED PSHE AND RSE POLICY



Learning Together, Aiming High, Proud to be Ourselves

Our school is a welcoming community where everyone feels happy, safe and valued. We aspire to be the best that we can be and believe that learning should be fun, purposeful and challenging. We promote a creative, stimulating curriculum that focuses on skills for life-long learning.

April 2022

Consulted with staff, governors and parents: Summer Term 2022

Ratified by Governors on: Summer Term 2022

Next review on: 2024

INTRODUCTION

At John Ray Infant School, we recognise the importance of PSHE (which includes RSE) and the part it plays in the education of our children. We believe that PSHE enables and supports children to gain the knowledge, skills and understanding they need to lead confident, healthy and fulfilling lives. We value the importance of the new statutory requirements, which reinforce the importance of our role in helping our children to become secure, independent and responsible members of society. In addition, the statutory requirements of all schools to provide compulsory Relationships Education (September 2020), will further support our children as they negotiate their world and the wide variety of different relationships they experience within it.

LEARNING OUTCOMES

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value themselves and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work successfully with others
- Take an active part in their own learning
- Be active citizens within their local community
- Become healthy and fulfilled individuals

THE LEGAL REQUIREMENT

At John Ray Infant School, we understand the legal requirements of PSHE and Relationships education (RSE) at Key Stage One and ensure we implement these effectively. A recent change in the status of PSHE means that is compulsory for all schools to provide PSHE education, which covers Health and Relationships, from September 2020.

Like many schools, John Ray Infant School has always included PSHE elements within its curriculum, giving our children a variety of opportunities to learn and develop appropriate knowledge and skills. However, in light of the recent statutory requirements, we aim to integrate these within a broader PSHE education programme.

As a maintained Infant school we must provide relationships education to all children as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education, however, we do need to teach the elements of sex education contained within the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At John Ray Infants we teach RSE as part of the PSHE curriculum as set out in this policy.

OUR PSHE AND RELATIONSHIPS CURRICULUM

As stated, as of September 2019, Key Stage 1 teachers will use the PSHE Association Programme of Study as the foundation for our PSHE curriculum. We recognise that there are also numerous sources of ideas and resources available elsewhere and we aim to incorporate these in our teaching when we feel they would be beneficial and enhance learning opportunities.

PSHE

WHAT WE TEACH

PSHE has three strands

- Health and Wellbeing,
- Relationships
- Living in the Wider World.

Schools are expected to cover all three, but only Health and Wellbeing and Relationships are mandatory. 'Relationships' forms the element of Relationships and Sex Education.

The government no longer publishes Programmes of Study for PSHE and asks schools to develop their own curriculum, ensuring all compulsory elements are covered. It is important to consider that all schools are different and must consider the needs of their children when developing a curriculum. At John Ray Infant School, we think carefully about our children, families and wider community when we plan our PSHE curriculum.

The government have endorsed guidance and materials provided by the PSHE Association as a suitable way to deliver the PSHE curriculum and here at John Ray Infant School, we refer to these materials in our planning. This is reviewed on an annual basis.

We have structured our PSHE curriculum as follows:

Health and Wellbeing:

- Physical Health and Mental Wellbeing
- Growing and Changing
- Keeping Safe

Relationships

- Families and Friendships
- Safe Relationships

- Respecting Others and Ourselves

Living in the Wider World:

- Belonging to a Community
- Media Literacy and Digital Resilience
- Money and Work

Additional teaching and links to other subjects occur when opportunities arise.

Our RSE curriculum is embedded within the Relationships part of our PSHE curriculum. We have developed the curriculum taking into account the age, needs and feelings of our children. If our children ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the **statutory** Relationships Education curriculum are outlined below.
Please be aware that these are objectives to be achieved by the end of Primary school and not by the end of Year Two:

Families and people who care for me

Children should know:

- 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

Children should know:

- 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 physically or verbally aggressive behaviour 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

Children should know:

- 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 granting in relationships with friends, peers and adults.

Online relationships

Children should know:

- 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

Children should know:

- 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 and others.
- 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.

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).

EYFS

Elements of the KS1 PSHE and the Relationships curriculum are supported by the EYFS curriculum. At John Ray, children in EYFS develop skills that form a crucial foundation for later teaching of PSHE/Relationship at KS1. Both curriculums complement each other, providing opportunities for progression throughout the school.

Personal social and emotional development in the EYFS supports children to: learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves. It helps them to develop an awareness of who they are and where they fit in.

Health and Self Care in the EYFS supports children to: know the importance of good health, of physical exercise and a healthy diet, talk about ways to keep healthy, safely manage of their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

LEARNING AND TEACHING

In our school, we always consider the children's starting points. We recognise that children will bring differing levels of knowledge and understanding to any issue explored through PSHE and RSE. Where possible, a new topic starts with determining the children's prior knowledge. This also enables teachers to make effective judgements about progression in learning.

We encourage active engagement in lessons and provide a variety of activities to stimulate, encourage and interest the children. We take care to establish a safe, open and positive learning environment based on trusting relationships between all members of the class, both adults and children alike.

Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

These ground rules are drawn up by the children in each class and are reviewed regularly throughout the school year.

We make connections with learning in PSHE, RSE and real life experiences the children have encountered or may be likely to. Links are often made with other subjects, most notably

PE, Science and RE. We also make connections with wider aspects of school e.g. school rules, values, rewards and behaviour expectations.

Planned enrichment events further develop our school's PSHE and RSE curriculums. Health Week is a successful example of this.

RSE and PSHE may also be taught through the Statutory Science Curriculum.

Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

ENTITLEMENT AND EQUALITY OF OPPORTUNITY

At John Ray Infant School, we take into account a child's ability, age, readiness and cultural background in our teaching and make adjustments to enable all children to access appropriate learning in PSHE and RSE.

As far as is appropriate, children with SEND follow the same PSHE and RSE education programme as all other children. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery is adapted. Learning support assistants work with individual children when required.

SAFEGUARDING

If an issue or disclosure arises during a PSHE (RSE) lesson that suggests a safeguarding concern has occurred, all teachers and LSAs are trained in the correct procedure to follow in that instance. Any concerns are raised through our online CPOMS safeguarding system.

WITHDRAWAL FROM RSE LESSONS

Parents/carers have the right to withdraw their children from non statutory RSE teaching but not the parts included in the statutory National Curriculum (e.g. Science). At John Ray Infants, we will **only teach** what is within the statutory curriculum, therefore there will be no requirement for parents/carers to withdraw their child from teaching.

ASSESSMENT

The PSHE Association Programme of Study we are following, provides a clear progression between year groups. A 'spiral' approach forms the structure of the programme. Themes are revisited, but the level of demand increases and learning is progressively deepened. Teachers assess pupils against the lesson objective, knowing what has been learned and how that learning has progressed.

"The model of assessment we advocate is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity." (PSHE ASSOCIATION)

Progress is reported to parents as part of each child's learning reviews.

ROLES AND RESPONSIBILITIES

The governing body

The governing body will approve the PSHE/RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing any requests to withdraw children from non-statutory/non-science components of this policy

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual children

Staff do not have the right to opt out of teaching RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

MONITORING, EVALUATION AND REVIEW OF THE POLICY

PSHE and RSE are monitored in the following ways:

- Reviewing and updating the policy annually.
- Evaluate the effectiveness of the policy through access to teachers' planning and lesson outcomes.
- Work alongside colleagues to monitor the effectiveness of the policy, particularly in light of the very recent statutory changes to PSHE and the new RSE guidance.

PSHE lead at John Ray Infants is Miss Claire Springall

Overall responsibility for the implementation and monitoring of this policy falls with the head teacher and governing body.