

Lowes Wong Infant School- Personal Social Health Education and Relationships Education policy
(PSHE) **(RSE)**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

Pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

The principles of positive relationships also apply online...When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives

RSE Statutory Guidance- DfE 2019 and Relationships Guidance 2020

Rationale and Ethos:

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education, from September 2020. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

At Lowe's Wong Infant School we wholeheartedly support the philosophy of relationships education and believe it is best taught as part of PSHE – Personal, Social, and Health Education, an integral and compulsory part of our curriculum. At Lowe's Wong Infant School we value the importance of relationships education to help and support young people through their physical, emotional and moral development. Today's children are growing up in a complex world, both on and offline. We want children to develop positive attitudes and show mutual respect during interactions with others.

We teach Relationships Education in line with our vision and school values which are fundamental to our teaching of Personal, Social, Health and Education (PSHE). Relationships Education in Lowe's Wong Infant School builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about relationships, their health and well-being both now and in later life.

Aims:

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

Objectives:

- To raise pupils' self esteem and confidence, especially in their relationships with others

- To develop an awareness of the importance of relationships and enable children to practise skills that will help them to build and maintain them.
- To provide factual information at an appropriate level for 4 – 7 year olds.
- To respect and care for their bodies.
- To encourage respect for difference and diversity.
- To work in partnership with, and support the role of, parents and carers.
- To model positive relationships throughout the school.
- To give opportunities for pupils to develop and practise decision-making skills with regard to the range of possible consequences.
- To promote, and encourage children to make healthy lifestyle choices.

Teaching and learning at Lowe's Wong Infant School:

At Lowe's Wong Infant School we use the SCARF programme (safety, caring, achievement, resilience, friendships) from Coram Life Education. Relationships education and health education are embedded in this programme which is split into the following three key themes:

Health and Well-being, Relationships and Living in the wider world.

Within these themes pupils learn about: Health and wellbeing: healthy life styles, keeping safe and growing and changing Relationships: healthy relationships, feelings and emotions and valuing difference Living in the wider world: rules, rights and responsibilities, caring for the environment and money

PSHE and RSE is timetabled on each year group's long-term plans. PSHE is taught explicitly at the start of each term in all year groups. At the start of the year our first enquiry-based theme has a strong PSHE link in both EYFS and KS1.

In both EYFS and KS1, PSHE and RSE lessons are taught discrete, in weekly slots throughout the academic year. They follow the PSHE Scheme of learning units from SCARF, with one unit being taught per half term.

In all year groups the same theme is taught using SCARF;

Autumn 1- Me and my relationships,

Autumn 2- Valuing differences,

Spring 1- Keeping safe,

Spring 2- Rights and respect,

Summer 1- Being my best,

Summer 2- Growing and Changing.

PSHE and RSE Within The Early Years Foundation Stage:

As well as in the Foundation Stage SCARF programme, aspects of Relationships Education are included in the Early Learning Goals for PSED (Personal Social and Emotional Development), Physical Development and Understanding the World. At Lowe's Wong Infant School, Foundation Stage children are taught to:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Relationships Education is part of our timetabled SCARF teaching programme. It is compulsory for all children and parents do not have the right to remove their children from these sessions. The

focus at Lowe's Wong Infant School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

Lowe's Wong Infant School encourages respect for all regardless of gender, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of RSE we will ensure that resources used and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the school community will feel safe, valued and respected. We recognise that children at the school may come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the RSE curriculum and resources.

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer children's questions around relationships and sex issues in line with the following guidance which is based on that given by the Local Authority:

Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child.

If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information.

In some situations staff will sensitively turn the question back on the pupil to establish what they already know, for example "That's a very interesting question, I wonder why you are asking that". or ask the rest of the class whether they know the answer "Does anyone else know the answer to that question?"

If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer to the parent or carer.

If a child asks questions about relationships and sex that is over and above the norm for the class the parents or carers will be informed.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At Lowe's Wong Infant School we run the NSPCC Pants campaign and assemblies relating to healthy and safe relationships in our SCARF programme. At all stages it will be important to teach children about making sensible decisions to stay safe (including online.)

Physical health and mental wellbeing:

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

Children learn about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving 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. Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis will be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example Beavers or Rainbows), are beneficial for health and wellbeing.

We are committed to offering a vast amount of extra-curricular clubs at Lowe's Wong Infant School for KS1 children. Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. We work closely with parents on this issue and try and encourage parents to work in partnership with us.

Roles and Responsibilities:

The PSHE Lead has the following responsibilities:

To lead the annual review of the RSE policy

- To ensure that resources used are relevant and appropriate to the needs of the children, in line with legal requirements DfE RSE Guidance 2019.
- To lead on the evaluation of the PSHE and RSE policy and programme.
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE and RSE.

The PSHE Governor has the following responsibilities

- To ensure that an up-to-date PSHE and RSE policy is in place and is made available to parents and for inspection.
- To ensure that the RSE policy and curriculum are in line with the DfE RSE Guidance 2019.
- To ensure that the policy and programme reflect a whole school approach.

All staff have the responsibility to ensure that they, or anyone working in their classroom to deliver/support RSE, is doing so in line with the school's RSE policy, and other relevant school policies. Teaching staff contribute to the evaluation of the programme. They are also responsible for assessing children's progress against the agreed learning outcomes and providing reports to parents.

Parents' rights to withdrawal:

We are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010. We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), **but not from relationships education** at primary. As an infant school, sex education is not delivered therefore all pupils should be part of relationships education at Lowe's Wong Infant School.

Confidentiality and child protection:

All staff members at Lowe's Wong Infant School have a duty to safeguard the well-being of children. We recognise that the open discussion associated with PSHE and RSE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations the teacher will consult the school's Designated Safeguarding Lead or deputy in the leads absence. The Designated Safeguarding Lead will then work in line with the relevant school policies in terms of any further action that may be taken.

Special Educational Needs and Disability: This policy has been written with regard to the aims and objectives of the School's Special Educational Needs and Diversity and Inclusion Policies. All lessons are planned using adaptations as necessary, and take into account a range of learning & teaching styles to cater for all pupils. In this way all children have the opportunity to reach their potential, regardless of their need or disability.

Consultation:

This policy was developed following a consultation process with staff, parents and carers and governors. In order to ensure that the RSE policy remains relevant and incorporates the views of all key stakeholders there will be an ongoing process of consultation.

Staff training:

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

Links to other relevant policies:

The RSE policy links to the following school policies:

- Safeguarding
- Equality and diversity
- Peer on Peer Abuse?
- Confidentiality
- Child Protection
- Drugs Education
- Special Educational Needs
- Health & Safety
- Online Safety
- Anti-bullying

Useful documents:

- DfE 2019, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
SEND Code of Practice

Relationships Education

- Safeguarding: NSPCC PANTS rule with film.

Relationships and Sex Education

- Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.
- Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.
- Consent: PSHE Association lesson plans from the PSHE association.
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.

- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

Mental Health

- Mental health and emotional wellbeing lesson plans from PSHE Association.
- MindEd educational resources on children and young people's mental health.

Online safety

- Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.
- Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.
- Thinkuknow is the education programme from National Crime Agency (NCA) and Child
- Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

PSHE

- PSHE Association Programme of study for KS1-5

Drugs and alcohol

- Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons

Extremism and radicalisation

- Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.

Policy updated- November 2024

Review – July 2026