



## PSHE and RHE Policy

## **Introduction**

This policy outlines our school's approach to the teaching, organisation and management of Personal, Social, Health Education (PSHE) taught at Purston Infant School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the PSHE leader, SLT and ultimately the Head Teacher.

PSHE includes Relationships, Sex and Health Education, which is statutory in primary, infant and junior schools from September 2020. (Please note that in government guidance this is referred to as RSE- Relationship and Sex Education but sex education is not compulsory in infant schools).

The aim of this policy is to ensure that leaders, teachers and parents understand the PSHE curriculum and our approach to teaching it. PSHE and Relationships are an important and necessary part of education and living in modern Britain. We believe it is vital to equip pupils with a sound understanding of the risks of the modern world and with the knowledge and skills necessary to make safe and informed decisions.

We define Relationships Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe and growing up.

Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations.

Relationships Education is therefore a tool to safeguard children.

Relationships Education contributes to the foundation of PSHE development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Aspects of Relationships Education are taught as an integral part of the school's PSHE provision throughout the infant school from Nursery to Year 2. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

### ***Relationships Education and Ofsted:***

The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

The 2019 Ofsted framework also states:

'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

### ***Moral and Values Framework:***

This policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. This policy will complement the Religious Education Policy of our school and the RE scheme of work. All of our policies and schemes of work uphold the British Values of tolerance and respect.

## **2. Statutory requirements**

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. Parents can withdraw their child from sex education lessons of the RHE curriculum but not through the Science curriculum (see section 8).

## **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents.

The Department for Education and Ofsted have clearly outlined aspects of Relationships Education that are statutory in all primary schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines. The steps taken to review the policy are as follows.

1. **Review** – a member of school staff devised a PSHE and RHE policy taking into account local and national guidance for Relationships Education. This member of staff then reviewed the policy reflecting any advice and changes at local and national level.
2. **Staff consultation** – Staff were also consulted via a staff meeting. All staff have been sent the draft policy and were invited to comment on the policy and make suggestions/amendments.
3. **Parent consultation**- Parents have been consulted via parent mail/letters/PPTs. Parents were given the opportunity to look through the draft policy and offer comments/suggestions.
4. **Pupil consultation** – We plan in subject leader time spent with children to ask questions, monitor what they know, what is being taught and general feedback from pupils.
5. **Governor consultation** - Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance of the meeting and were then invited to comment on the policy and make suggestions/amendments.
6. **Ratification** – Once the amendments were made, the policy was shared with governors and ratified. The policy will then be ratified again by the governing body before Spring 2022.

This policy will be reviewed every two years.

## **4. Aim and objectives**

The aim of this policy is to enable the effective planning, delivery and assessment of PSHE and RHE.

The aims at our school are:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Help pupils recognise healthy friendships;
- Provide a framework in which sensitive discussions can take place;
- Foster respect for the views of other people

## **5. Equal Opportunities**

Purston Infant School believes that PSHE and RHE should meet the needs of all pupils. Our school is committed to the provision of our education to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of

Relationships Education, equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support. The planning and organisation of teaching strategies will be consistently reviewed e.g. through consultation with teachers.

## **6. Delivery of PSHE and RHE: Content, delivery and training**

### ***Content:***

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Our school uses the PSHE Association for our scheme of work. Biological aspects of Relationships Education are taught within the Science curriculum, and other aspects are also included in Health Education. A breakdown of what is covered in Science, Health Education and Relationships Education can be found in appendix 1.

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

The above points are covered in an age appropriate way from EYFS to Year 2. 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).

For more information about our Relationships Education curriculum, see appendix 3. Appendix 3 outlines the vocabulary our school uses during lessons.

### ***Delivery:***

Relationships Education will usually be delivered by a member of school staff, usually the child's class teacher.

Relationships Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RHE related issues are varied. However, while personal views are respected, all RHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal PSHE and RHE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules')

- No-one (teacher or pupil) will have to answer a personal question
- No-one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions

- Teachers may use their discretion in responding to questions and may say (for example):
  - The appropriate person to answer that question is your parent
  - The question can be discussed one to one after class
  - The topic will be covered at a later stage in their Relationships Education

**Katy Howitt** is the member of staff who monitors the implementation of PSHE and RHE education, this monitoring is done through book scrutiny, pupil questioning and staff meetings. Katy will offer support to teachers who are less confident at delivering lessons.

We assess using the PSHE association scheme of work.

### ***Training:***

Katy has completed the 'RSHE Train the Trainer programme' from the DfE (delivered by WYTA – West Yorkshire Teaching Alliance) and has delivered appropriate information to staff members.

The headteacher may also invite visitors from outside the school, such as school nurses or the health improvement team, to provide support and training to staff teaching PSHE and RHE.

## **7. Child protection**

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and child protection procedures, staff will follow the school's child protection policy. The Designated Safeguarding Lead and deputies (DSL) are known by all staff and visitors. Posters are displayed in school giving this information and visitors are given an information sheet detailing this information. There is a clear policy detailing the procedures for reporting any issues that staff/visitors are concerned about (See CP Policy) Staff will also be referred to the:

DfE's 2021 document on 'Keeping children safe in education'- statutory guidance for schools and colleges  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children 2020

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Ofsted's recent publication 'Schools and Early Education' update in September 2021 highlights the importance for schools to teach about respect and promote equality throughout **all** year groups. At Purston Infants we ensure this is taught from Nursery to year 2. Not only through our PSHE/RHE curriculum but throughout all lessons and day to day teaching.

Within our RHE sessions we teach the children about 'consent' and 'respect'. We plan to use the NSPCC 'PANTS' (The underwear rule) twice yearly for all children in our setting. Our PSHE Association scheme of work also covers and highlights the importance for teaching about online internet safety.

<https://www.gov.uk/government/publications/schools-and-early-education-inspection-update-academic-year-2021-to-2022/schools-and-early-education-inspection-update-september-2021>

## **8. Partnership with Parents**

The school views parents as partners in the delivery of PSHE and RHE. Parents were informed about the Relationships Education programme during the Autumn term 2020 as part of information provided on what their children will be learning.

The school liaised with parents through:

- RHE information PowerPoint
- Chance to telephone/email/send letters regarding queries or concerns
- Newsletters
- School website
- Letters (see Appendix 4 for a sample letter)

The school encourages parents to discuss Relationships Education with the headteacher, PSHE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

### **Right to withdraw**

Parents do not have the right to withdraw their children from statutory, PSHE or Relationships and Health Education lessons (see outline of Relationships and Health education in appendix 1). Parents also cannot withdraw their children from the statutory Science National Curriculum (see appendix 1).

## **9. Roles and responsibilities**

### **The governing board**

The governing board will approve this policy and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that PSHE and RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education (see appendix 1).

### **Staff**

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching PSHE or RHE. Staff who have concerns about teaching are encouraged to discuss this with the head teacher, who will support them through offering demonstration lessons or team teaching lessons.

### **Pupils**

Pupils are expected to engage fully in all lessons and, when discussing issues related to Relationships Education and treat others with respect and sensitivity.

**Approved by:** The Governing Body

**Staff Responsible:** Katy Howitt

## **Relationships Education (by the end of Primary school)**

### **Families and people who care for me**

- 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**

- 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 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.

### **Respectful relationships**

- 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 giving in relationships with friends, peers and adults.

### **Online relationships**

- 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**

- 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.
- 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.

### **Science (EYFS – KS1)**

#### **EYFS – Understanding the world**

- **People and communities:**
- Make connections between the features of their family and other families. (Nursery)
- Begin to make sense of their own life-story and family's history. (Nursery)
- Continue developing positive attitudes about the differences between people. (Nursery)
- Talk about members of their immediate family and community. (Reception)
- Name and describe people who are familiar to them. (Reception)
- Recognise that people have different beliefs and celebrate special times in different ways (Reception)

#### **Year 1**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

#### **Year 2**

- notice that animals, including humans, have offspring which grow into adults

### **Health Education (by the end of Primary school)**

#### **Mental wellbeing**

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.



- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

#### **Internet safety and harms**

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

#### **Physical health and fitness**

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

#### **Healthy eating**

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

#### **Drugs, alcohol and tobacco**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### **Health and prevention**

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

#### **Basic first aid**

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

#### **Changing adolescent body**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

## Appendix 2: PSHE association scheme of work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Taught throughout the year within EYFS curriculum					
Year 1	<b>What is the same and different about us?</b>	<b>Who is special to us?</b>	<b>What helps us stay healthy?</b>	<b>What can we do with money?</b>	<b>Who helps to keep us safe?</b>	<b>How can we look after each other and the world?</b>
Year 2	<b>What makes a good friend?</b>	<b>What is bullying?</b>	<b>What jobs do people do?</b>	<b>What helps us to stay safe?</b>	<b>What helps us grow and stay healthy?</b>	<b>How do we recognise our feelings?</b>

### Appendix 3: Relationships Education vocabulary

Vocabulary		
EYFS	Year 1	Year 2
Boy Girl Routine Clean Washing Brushing teeth Getting dressed Face Hair Skin Family Differences	Washing Brushing teeth Getting dressed Clean Hygiene Boy Girl Gender Face Hair Skin Penis Vagina Lifecycle Family Same Physical characteristics Differences	Different Similar Gender roles Stereotypes Boy Girl Male Female Body parts Teats Udder Penis Vagina Testicles Nipples

#### **Appendix 4: Sample letters for parents**

##### Sample letter 1

Dear Parents and Carers,

As you will be aware Relationships Education forms an important part of our school curriculum. Relationship Education is also essential in supporting schools to meet their safeguarding duty. Teachers will be using the \_\_\_\_\_ of work and associated resources to deliver the curriculum to children from the Spring term 2021. This will be from Nursery through to year 2. Nowadays, there is a vast amount of information about relationships on the internet, on TV, in magazines, to which children and young people are exposed. If children are provided with timely and age-appropriate information about their bodies and relationships, they can make their transition into adolescence and adulthood with the confidence and knowledge to understand what is happening to them. They will also have the best chances of growing into confident and healthy young adults able to make positive choices. The Department for Education has released new guidance for Relationships Education. Due to the current pandemic we are facing, this new scheme of work will not be taught until Spring 2021.

We have created an information PowerPoint for all parents and carers. We will be sending this out via Parent mail. This will explain to you the guidance from the Department for Education and give you the chance to ask us any questions or queries you may have.

We look forward to hearing from you.  
Thank you for your co-operation.

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