

PSHRE Policy

Maun Infant and Nursery School



Where the sun shines every day

January 2024

Next Review: January 2025

Approving body	Management Committee
Date approved	January 2024
Supersedes	September 2021
Consultation undertaken	LA Guidance DfE Guidance
Complies with Equality Act	Yes
Supporting Policies	Curriculum, Child Protection, E-Safety, Behaviour, Anti- Bullying, Peer on Peer Abuse, SEND, Equality, Complaints
Review date	January 2025
Lead person	Catherine Yates
Signed	

1. Rationale and Ethos

From September 2020, Relationships Education became compulsory for **all** pupils receiving primary education, and Relationships and Sex Education (RSE) compulsory for **all** pupils receiving secondary education. Health Education is also compulsory in all schools except independent schools.

As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHRE education (Personal, Social, Health and Relationships Education). The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

Relationships and health education is compulsory in all primary and secondary schools, sex education is currently **not** compulsory in primary schools, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

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.

Intent

Our PSHRE curriculum along with our curriculum drivers - identity, resilience and possibilities - aims to ensure that our children understand who they are, how to foster positive relationships and how to lead a healthy and happy life. We believe these are the building blocks to becoming a healthy, independent and responsible member of society, both now and as they grow through life. This also helps us to address the Prevent agenda. We want all our children to believe that they have the right to be ambitious and to have the skills and knowledge needed to achieve their goals. Embedded throughout the school are our characters for learning based on the Characteristics of Effective Learning. These ensure children remain effective and motivated learners and have a growth mindset. Our PSHRE curriculum aims to help our children understand how they are developing personally and

socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities to learn about rights and responsibilities, and appreciate what it means to be a member of a diverse society. Another way we develop the children's sense of self-worth, is by giving them opportunities to play a positive role in contributing to school life and the wider community through our Maun Parliament.

2. Policy development process

This policy was formulated in consultation with the whole school community with input from;

- Members of staff – through regular agenda items at staff meetings, consultation documents, surveys
- Governors – discussions at governors' meetings, training
- Parents/carers – parents and carers were encouraged to take part in our consultation around our approach prior to the writing of this policy. Further consultations and parent meetings will be held as and when they are needed.

This will ensure that our PSHRE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.

The Policy is available:

- Online at our school website www.mauninfantandnurseryschool.co.uk
- From the school office

3. Parental rights to withdraw

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.

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education in Key Stage 2 (Junior school age) but not the Relationships Education taught in the EYFS or Key Stage 1 at Maun Infant and Nursery School. Parents are invited to view our resources and discuss any concerns with our staff at any time.

4. Roles and responsibilities

The Head teacher – has overall responsibility for the policy and its implementation, including:

- liaising with the governing body, parents/carers, LA and outside agencies
- identifying a lead teacher who will work closely with colleagues in related curriculum areas, in order to complement and not duplicate content.

The Lead teacher 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 in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate including raising awareness of prejudice and unconscious bias

- Managing all aspects of the RSHE programme, developing curriculum materials where appropriate
- Monitoring and quality assuring the programme, to ensure continuity and progression within the spiral curriculum
- Ensuring that this subject is fully represented at appropriate curriculum meetings.

5. Aims and objectives

The aim of PSHRE is to help children build healthy friendships and positive relationships in an age-appropriate way. The overall objectives of our Relationships Education (RE) curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. Our RE covers more than biological facts and information. It endeavours to help children develop self-esteem and self-responsibility, as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility.

RE will look at aspects of diversity in an inclusive and non-judgemental way, ensuring opportunities to challenge all forms of discrimination including unconscious bias.

6. Staff training

RE can include sensitive issues 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. Teachers should also be supported to develop their understanding of sensitive issues including unconscious bias. The school will support the use of visitors from outside to provide support and training to staff teaching RHE (Relationships and Health Education) where we feel this is appropriate, for example, health professionals, police and other organisations.

7. Curriculum design

In the Early Years Foundation Stage, PSHRE is about,

- Understanding what makes a good friend and how to build positive relationships with both children and adults.
- Being able to self-regulate, showing an understanding of their own and others' feelings.
- Managing themselves, showing an understanding what is right and wrong and why we have rules, along with being able to manage their own basic hygiene and understanding basic healthy lifestyle choices.

These concepts are taught by school teachers and teaching assistants within discrete PSHRE lessons, and through continuous provision within adult-led and child-led activities, including play. Positive experiences are built through daily activities and interactions.

Within Key Stage 1 our RSHE is primarily taught through the scheme of work called 'Talking Points'. This is a weekly, designated PSHRE lesson which uses picture books as a starting point to get children talking about their own health and mental wellbeing, as well as addressing other issues such as

managing money and understanding democracy. Its aim is to develop children's understanding of themselves, their emotions and how to deal with others. It also teaches children how to stay safe in many situations and who to speak to if they are ever worried or concerned. We make sure the children understand how these lessons contribute to their everyday life and refer to them throughout our teaching and interactions.

As a whole school, our PSHRE curriculum is also supported through our school values, school rules (be ready, respectful and safe), Real PE, science, and Religious Education. Through our progression maps, teachers are able to see where concepts have been taught before as part of the spiral curriculum and where a new concept is being introduced.

Our PSHRE programme includes the following;

- Class teachers and/or teaching assistants delivering the lessons as they know the children best.
- A spiral curriculum which develops themes/topics, taking into account the age and maturation of the children. This means that topics are revisited in greater detail as children get older
- Lessons are delivered to mixed-ability teaching groups.
- A variety of teaching and learning styles will be used to ensure effectiveness and differentiation so that all children, including those with SEND, are able to access the curriculum.
- Consistent reinforcement of our school rules and values, so that everybody can participate in discussion openly and honestly, without fear and embarrassment or judgement
- All teachers will endeavour to create a supportive environment for all pupils
- Local data will be used to inform priorities for the school's PSHRE programme – such as the school's health profile.
- Use of *Take Five* for daily, grounding breathing practice
- The *5 Ways to Wellness* as a framework for understanding about and encouraging positive mental health
- The use of *Picture News* to support children's understanding of topical issues and their associated links with the Protected Characteristics and fundamental British Values.
- Across both key stages, children will be supported with developing the following skills;
 - Communication – speaking and listening, including how to manage changing friendships, relationships and emotions
 - Recognising and assessing potential risks
 - Assertiveness
 - Seeking help and support when required
 - Informed decision-making
 - Self-respect and empathy for others
 - Recognising and maximising a healthy lifestyle
 - Managing conflict
 - Discussion and group work

8. Content - Primary

Relationships Education

Through an effective, creative curriculum and by the end of primary school, pupils will know about;

- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical health and mental wellbeing

Pupils will be taught about the characteristics of good physical health and mental wellbeing, of the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of primary school, pupils should know about;

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

We support the children's understanding of wellness through using the 5 Ways to Wellness, which are:

1. Notice
2. Learn
3. Be active
4. Give
5. Connect.

We teach children to understand how they can help their mental health and wellbeing in a variety of ways linked to one of the 5 Ways.

9. Managing difficult questions

It is inevitable that controversial issues may occur as part of RE, such as divorce or different family types. These issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage, and will take into account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Children are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time, children will be offered sensitive and appropriate support.

10. Monitoring, evaluation and review

To ensure the PSHRE programme is effective, is meeting the needs of pupils and complies with the PSHRE statutory guidance, the following strategies will be used to quality assure the programme of study;

- Pre-assessment and post-assessment tasks for Talking Points where appropriate
- Comments from pupils and representatives from the pupil voice
- Whole class discussions
- Discussions with teachers
- Work scrutiny

This policy is reviewed annually by the relevant link governor, who will monitor the application and outcomes of this policy to ensure it is working effectively.

11. Links with home

A list of the Talking Points questions, along with the book used as the focus for the discussion can be found on our school website, in case parents should wish to discuss the issues raised with the children. Teachers may also send messages home via Marvellous Me to inform parents of the Talking Points covered that week.

12. Confidentiality and child protection

It is inevitable that effective PSHRE which allows for open discussion to take place, may lead to disclosures from pupils. It is essential that those teaching PSHRE are completely familiar with the child protection procedures. Pupils' disclosures or suspicion of abuse, must be followed up with the pupil concerned that same day and referred to the designated safeguarding lead, and if not present, their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

13. Links with other policies

The PSHRE policy should be read in conjunction with the following policies;

- Safeguarding
- Child on Child Abuse Policy
- Behaviour
- Anti-bullying
- Online safety
- SEND
- Inclusion
- Equality and Diversity
- Complaints Procedure

14. 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.
- Example of model primary curricula from Catholic Education.

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.
- Example model secondary curricula from Catholic education.

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.

Curriculum

- Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study).
- Schools may wish to draw on the Citizenship programme of study in their planning.
- Data to understand the health and wellbeing needs of the local school-age population
- Public Health England's Child and Maternal Health Intelligence Network brings together a range of publicly available data, information, reports, tools and resources on child and maternal health into one easily accessible hub.
- It includes school-age health profiles and young people's health profiles.
- The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.
- There are also early years health profiles.

Key

RE- Relationships Education

PSHRE - Personal, Social, Health, and Relationships Education

RSHE- Relationships, Sex and Health Education

RSE- Relationships and Sex Education