

SANDWICH INFANT SCHOOL



Where everyone is valued and learning is fun

PSHE (Personal, Social, Health Education) Including RSE Relationship and Sex Education Policy

Context

All schools must provide a curriculum that is broad, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Personal, social and health education (PSHE) and Relationship and sex education (RSE) enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

“The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.”

Department for Education [review](#) of PSHE education impact and effective practice

Legal Requirements

The Relationships Education, RSE and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020.

“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...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.”

DfE Guidance p.8

All schools are also required in law to meet the Equality Act 2010.

Statutory Relationships and Health Education

We include the statutory Relationships and Health Education within our whole-school PSHE programme.

The school bases the PSHE curriculum on the association's Programme of study. We base our RSE element on the programme of study from CWP.

Sex Education is not compulsory in primary schools. The science national curriculum in key stage 1 and 2 includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. However the DfE continues to recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils in the transition phase before moving to KS3.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Parents do not have the right to withdraw their children from relationships education.

Aims

The aims of RSHE education are to enable children to:

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues
- Have respect for others and themselves
- Begin to understand what makes for good relationships with others.
- Be independent and responsible members of the school community.
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.

RSE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support to empower them to investigate all possible options available to them. Effective Relationships and Sex Education is the start of lifelong learning process which can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain stable relationships. It also enables children and young people to make responsible, respectful and informed decisions about their own and other's health and well-being. This is why the DfE recommend:

"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Delivery of RSE

At Sandwich Infant School, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. We use the CWP RSE programme to support our planning for key RSE objectives. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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.
- 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 if 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).

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles through activities such as watching

The life cycle of a butterfly. 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.

Foundation Stage

PSHE in reception classes is taught as part of the Prime Area of learning known as Personal, Social and Emotional Development. It is an integral part of the children's daily learning and experiences. Reception children begin to learn about People and Communities through the specific area of learning known as "Understanding the World." They are also introduced to Circle Time, beginning to explore ideas and develop their skills.

Style of Teaching & Learning

We use a range of teaching and learning styles to meet the requirements of the teaching of PSHE.

We place an emphasis on active learning by including the children in discussions, investigations, role play, and problem-solving activities in the form of group work, circle time, child initiated activities and the use of visitors and outside agencies.

Assessments

Assessments will be made informally by the teacher during the lessons and will address the children's progress in developing skills and actions as well as knowledge and understanding, these will be recorded on our Foundation subject assessment grids at the end of each unit. Each child in Year 1 and 2 will receive a comment reflecting their learning on their end of year report of achievement.

Lesson observations, learning walks, feedback from staff and children will also feed into assessment of delivery and pupil progress.

We have key assessment questions linked to our medium term planning for each term that are used to inform assessment of reach child.

Standards to be achieved

By the end of year R most children will have achieved the PSHE based Early Learning goals for Personal, Social and Emotional Development.

At the end of KS1 most children will have achieved the following end of KS1 expectations;

- Children can identify and name some feelings (*for example through interpreting facial expressions*) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (*for example talking about fairness*). They can set themselves simple goals (*for example sharing toys*).
- Children can make simple choices about some aspects of their health and well-being (*for example by choosing between different foods and between physical activities knowing that they need sun protection*) and know what keeps them healthy (*for example exercise and rest*). They can explain ways of keeping clean (*for example by washing their hands and keeping their hair tidy*) and they can name the main parts of the body including male and female differences. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping

safe in familiar situations (*for example knowing how and where to cross the road safely*). They can explain that people grow from young to old.

- Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (*for example by playing and working with friends or classmates*). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (*for example telling a friend that they like them, showing concern for a family member who is unwell*).

Leadership

The school has appointed Emily Godden as PSHE coordinator. It is her role to support class teachers and ensure pupils receive their entitlement to the PSHE curriculum. The subject leader is also responsible for the PSHE resources in the school.

Staffing

At Sandwich Infant School we dedicate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward systems, through relationships child to child, adult to child and adult to adult across the school. We aim to embed our learning and apply it to everyday situations in the school community.

Class teachers carry responsibility for the planning, delivery and assessment of PSHE for pupils in their care. INSET training is available in consultation with the coordinator and the Head teacher, to provide further support for the staff.

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.

Extension opportunities

Staff will determine those children with greater ability in PSHE through their assessment procedures and will provide opportunities during lessons for these pupils to further their skills, knowledge and understanding.

Special Education Needs

The class teachers make adaptations to the content of the lesson and/ or method of recording in order that each child can take a full part in each lesson. At times it may be appropriate to have the support of a Learning Support Assistant to help an individual or a group of children. Children identified as being in the lowest 20% in RSE may receive additional support in understanding relationships and communication skills through programmes such as Lego therapy, talking and drawing and lunchtime clubs.

Equal Opportunities

All pupils regardless of their race, religion, gender and ability will have equal opportunities to participate in PSHE and RSE lessons.

Staff at all times should be a positive role model.

Resources

Resources and teachers' books are kept in the staff room and school library, teachers may have their own resources in their own classrooms. Teachers have copies of the whole school progression grids, medium term planning and CWP RSE planning and can access archived planning and resources on Sharepoint. The PSHE coordinator regularly shares useful websites and resources with the staff.

Health & Safety

Refer to the school's Health and Safety policy.

Parent & Community Links

Parents are kept informed of the Termly PSHE theme through termly newsletters and have access to the school's policies, curriculum overview and medium term planning through the school's website.

Each year group has a parent rep who meets regularly with the Headteacher to voice any concerns queries or positive feedback shared by other parents. This helps to build the partnerships between parents and teachers.

The school has strong links with the local library with the children in all year groups making termly visits. The school has a good relationship with the local School's Police Officer and PSCO who visit the school to support our learning about people who help us.

During the year the whole school supports a variety of charities including Children in Need, Comic Relief, the local Food Bank and major disasters that may occur.

Members of the community, theatre groups, artists and parents may be asked to come in to speak and share their experiences with the children. This could be in conjunction with topics or during specialist weeks.

Review

This policy was reviewed in December 2024. Next Review September 2025