

# **Personal, Social, Health and Economic Education (PSHE) Relationships and Sex Education (RSE) Policy 2023**

At Shepton Mallet Community Infants' School, we believe our PSHE (personal, social and health education) and RSE (relationships and sex education) teaching will help to enable our children to gain the skills and understanding to become healthy, secure, independent, and responsible members of society, whilst helping to promote their cultural capital.

Our aim is to foster a positive notion of lifelong learning about the physical, spiritual, moral, cultural and mental health of our pupils at school and in society and to continue the development of self-respect and empathy for others. We want to help prepare our pupils for the opportunities, responsibilities and experiences of their next step in life.

## Rational:

- Ensure the school is meeting statutory responsibilities regarding preparing pupils for life and providing for their spiritual, moral, social, cultural, mental and physical development
- Support the Prevent strategy (Statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015) by instilling in children a sense of identity and belonging.
- Incorporate government initiatives into planning
- Ensure the delivery and teaching of the PSHE and RSE key skills and learning objectives outlined by the National Curriculum
- Provide guidance and support for staff
- Inform parents/carers to enable the whole school community to work as part of a collaborative team
- Create a variety of meaningful and enjoyable activities to promote well-being and health in pupils
- Develop the knowledge, skills and attributes needed by pupils to help manage their lives in a positive way

## Values or moral framework

PSHE should reflect and be reflected in the values and ethos of Shepton Mallet Community Infants' School: "Where children come first".

This policy relates to the school RSE (Relationship and Health Education), Behaviour Policy, SEND Policy, Safeguarding Policy, Equal Opportunities Policy, Health and Safety Policy, Disability Equality Scheme and Staff Code of Conduct.

## Definitions and purpose

Health Education (HE) provides opportunities to acquire skills to help the individual make quality health decisions, improve, maintain and safeguard the health of pupils

Relationship Education (RE) should teach fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other parents and peers.

'Personal, social, health, and economic (PSHE) education is an important and necessary part of all pupils' education' (National Curriculum 2014)

'Young people need the opportunity to receive high-quality PSHE and RSE at school. They have a right to information that that will help keep them healthy and safe. PSHE also has a role to play in developing character and resilience, and has a positive effect on academic outcomes, (House of Commons Education Committee, Life Lessons: PSHE and RSE in schools 2015)

### Teaching and Learning about PSHE

PSHE and RHE is co-ordinated by Emma Tomlinson. PSHE and RHE is delivered by class teachers with support from the subject leader. In matters of health and safety outside agencies will support the delivery of the curriculum.

PSHE and RHE is concerned with knowledge, the development of skills and attitudes.

### The teaching objectives are to:

- Develop pupils' confidence, self-esteem and responsibility and make the most of their abilities
- Prepare pupils to play an active role as citizens and encourage them to contribute positively to the school and wider community
- Develop healthy safer lifestyles
- Develop good relationships and respect the differences between people
- Encourage a respect for democracy and British Laws, instil a strong sense of what is right and wrong
- Promote British Values as part of pupil's SMSC (spiritual, moral, social and cultural) development

These will be achieved through the curriculum, through contributing to school life and through community links.

### Teaching and Learning

- Dedicated/discrete curriculum time: SEAL assemblies, circle time
- Other curriculum areas:

English: skills in enquiry and communication; stories that illustrate aspects of personal and social development

Maths: counting, sharing

Science: health, safety and the environment, correct terminology for parts of the body

Design and Technology: health and safety, healthy eating

ICT: e-safety

History: result of historical events, situations and changes, ideas and experiences of people from the past

Geography: study of pupils' own locality and places in different parts of the world

Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different cultures and times

Music: making the most of abilities in playing or singing

PE: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports, importance of keeping healthy through physical activity

R.E: religious and moral beliefs

In the Foundation Stage PSHE/RHE is a key part of the curriculum and is integral in all areas of learning. It is also taught specifically in the Personal, Social and Emotional area of learning.

Ethos, organisation, structures and daily practices of school life:

Pupil participation includes:

- School Council
- Wellbeing Friends
- Daily VIPs in each class
- Playground buddies
- Class Rules
- Daily Mile
- Tai Chi
- Forest School
- After school sports club
- After school recreational clubs
- Nurture Café

#### Methods and Content

A range of teaching strategies will be used to provide effective learning opportunities for all pupils. These will include an emphasis on active learning, discussion and participation in activities. Pupils develop their knowledge, skills and understanding by working together on school and community projects, making decisions, taking responsibilities and reflecting on their experiences. The teacher will need to establish rules for discussion, particularly when potentially sensitive issues are addressed.

The PSHE/RHE Scheme of Work will be delivered throughout the school year under these headings:

**Keeping Safe   Growing and Change   Similarities and Differences   Positive Relationships**  
(See Appendix 1)

Much of the KS1 PSHE (social and emotional aspects of learning) is covered through exclusively taught dedicated class time. (See appendix 2)

EYFS follow SEAL topics (See appendix 2)

The PSHE/RHE Scheme of Work (See appendix 3)

#### Monitoring and Assessment

To be successful independent learners, pupils need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. Assessment of topics will take place in the form of a class book or a smart notebook class page (post-its/photos/pieces of work/observations/" What we've learnt about..." etc)

### Working with Parents/Carers and external agencies/community links

Working with parents/carers is a vital part of the PSHE/RHE curriculum because the provision should complement the personal and social development of the children provided at home.

At Shepton Mallet Community Infants' School the parent /carer is involved at the very start of a child's education, in meetings and in consultation over the Home School Agreement. Parent/carers involvement is encouraged in all parts of their child/children's education.

Community links and work-related activities linked with charitable and voluntary groups are encouraged in order to compliment the PSHE/RSE curriculum and benefit the school, such as:

- Harvest Festival: Autumn term, each year, assemblies focusing on various aspects of Harvest and in a collection of food presented to the Salvation Army
- Comic Relief: Spring term, (alternate years), participation in sport activities, money raised sent to Comic Relief charity for people in need, mainly in the UK and Africa
- Children In Need: Held in November

### Staff professional development

PSHE will be reviewed throughout the academic year by the PSHE co-ordinator in order to identify professional development needs; staff will be supported accordingly.

Policy date: November 2022

Policy review date: November 2023

### Appendix 1

#### The PSHE/RHE themes.

<b>Keeping Safe</b>	About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
	That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
	About people who look after them, their family networks, who to go to if they are worried and how to attract their attention
	To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable, and how to respond (including who to tell and how to tell them)
	What is meant by 'privacy', their right to keep things 'private', the importance of respecting others' privacy
	To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
<b>Growing and Change</b>	About the process of growing from young to old and how people's need change
	About growing and changing and the new opportunities and responsibilities that increasing independence may bring
<b>Similarities and Differences</b>	The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
	Ways in which we are the same as all other people, what we have in common with everyone else
	Ways in which they are all unique, understand that there has never been and never will be another like 'them'
	To identify and respect the differences and similarities between people

<b>Positive Relationships</b>	To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
	To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

## Appendix 2

Much of the KS1 PSHE (social and emotional aspects of learning) is covered through exclusively taught dedicated class time. (See appendix 2)

### KS1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvellous Me Aiming High	Together Everyone Achieves More	Money	Keeping Safe Think Happy	British Values Citizenship	Internet Keeping Safe

EYFS follow SEAL topics (See appendix 2) The topics are set out below:

Autumn 1 <b>New Beginnings</b>	Autumn 2 <b>Getting on and Falling Out</b>	Spring 1 <b>Relationships</b>	Spring 2 <b>Going for Goals</b>	Summer 1 <b>Good to be Me</b>	Summer 2 <b>Changes</b>
<b>Focus:</b> Empathy, self-awareness, social skills, motivation <b>Outcomes:</b> Belonging, self-awareness, managing my feelings, understanding others' feelings, making choices, understanding rights and responsibilities	<b>Focus:</b> Empathy, managing feelings, social skills <b>Outcomes:</b> seeing things from another point of view, working together, managing feelings - anger	<b>Focus:</b> Feelings, feelings in the context of important relationships (including family and friends), self-awareness, managing feelings, helping children cope with loss – possession, friend, family home, or loved one <b>Outcomes:</b> knowing myself, understanding my feelings, managing my feelings, understanding the feelings of others, social skills, making choices	<b>Focus:</b> Motivation, self-awareness <b>Outcomes:</b> knowing myself, setting a realistic goal, planning to reach a goal, persistence, making choices	<b>Focus:</b> Understanding feelings, why and how they lead us to behave the way we do, excited/proud/surprised/disappointed, worried and anxious, self-awareness, managing my feelings, standing up for myself <b>Outcomes:</b> knowing myself, understanding my feelings, managing my feelings, standing up for myself, making choices	<b>Focus:</b> Understanding of different types of change, positive, negative and common human response to it, ability to understand and manage the feelings associated with change <b>Outcomes:</b> knowing myself, understanding my feelings, understanding the feelings of others, planning to reach a goal, belonging to a community, making choices

Appendix 3 PSHE/RES Statutory requirements.

Similarities and Differences	EYFS	Y1	Y2
The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls	SEAL – It’s Good To Be ME Parts of the body – Parts of the body – use the correct names for parts of the body, including external genitalia, and that parts of the body are covered with underwear are private. PE – Body parts games Singing	SEAL – It’s Good To Be ME Singing Science – names for main parts of the body	SEAL – It’s Good To Be ME Singing Science – names for main parts of the body
Using correct biological names for external part of the body - penis, testicals, vulvar,			
Ways in which we are the same as all other people; what we have in common with everyone else	Singing SEAL – likes and dislikes, circle time discussions What are we really good at? What could you do when you were a baby? Now?	RE – festivals, comparing similarities and differences of two religions Art –portraits	RE – festivals, comparing similarities and differences of two religions Art –portraits
Ways in which they are all unique; understand that there has never been and will never be another ‘them’	SEAL – It’s Good To Be Me Assembly – whole school stories (6 wk block) focus on ‘specialness’ Likes and dislikes discussions, focusing on differences What makes me special, what am I good at/need to get better at?	SEAL – Magic Mirror (It’s Good To Be Me) Assembly – whole school stories (6 wk block) focus on ‘specialness’ Singing	SEAL – Magic Mirror (It’s Good To Be Me) Assembly – whole school stories (6 wk block) focus on ‘specialness’ Singing
To identify and respect the differences and similarities between people	RE – Bible based stories discussions regarding some people’s beliefs SEAL What do you want to be when you grow up? Daily modeling and discussions when “learning”	RE – festivals, comparing similarities and differences of two religions Class VIPs – pass the class mascot and celebrate similarities and differences	RE – festivals, comparing similarities and differences of two religions Answer the register in different languages
<b>Growing and Change</b> About the process of growing from young to old and how people’s need change  Elderly peoples’ needs – how does this change  Grandparents Day Inspire What I did when I was young How has this changed – glasses, medicine, slower etc	SEAL – Changes What could you do when you were a baby? Now? When you are a grown up? Role Play – caring for babies, discussions - what do babies need? What does your body need to stay fit and healthy? The Very Hungry Caterpillar – life cycle- related back to our lives	Science – timeline, baby – elderly, what we can do at different stages in our life	Science – timeline, baby – elderly, what we can do at different stages in our life
About growing and changing and new opportunities and responsibilities that increasing independence may bring	SEAL - Changes Introducing class VIPs – special jobs Developing independence – changing for PE, organisation of belongings, coming into class independently Goals – set new targets - what do you want to get better at? School/home	What can you do now? What would you like to be able to do when you grow up? VIPs responsibilities	Resolutions Share stories with YR showing growth and new expectations VIPs responsibilities
<b>Positive Relationships</b> to identify their special people (family, friends, carers), what makes them special and how special people should care	Who is in my family? Weekend books – what did you do with your family? SEAL – Relationships	SEAL – Relationships Change Over Day – my family EAL – family vocb focus and friends	SEAL – Relationships Change Over Day – my family EAL – family vocb focus

for one another	Friends focus EAL – family vocab focus		
To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiations)	SEAL – sharing, fair, kind/unkind words and actions Daily modeling/discussions during learning time (Basic Provision Access, constant throughout the day) PE team games – working together Forest School – paired/small group collaborative projects VIP tabards, dressing up clothes role play	SEAL – Forest School – paired/small group collaborative projects PE team games – working together Jigsawing	SEAL – Forest School – paired/small group collaborative projects PE team games – working together Jigsawing
<b>Keeping Safe</b> About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings  Action: each class to have feeling cards	SEAL – circle time - feelings Assembly, Feelings explored in detail as a term progresses – whole school Daily ongoing, modeling and support during learning time	SEAL – circle time - feelings Assembly, Feelings explored in detail as a term progresses – whole school	SEAL – circle time - feelings Assembly, Feelings explored in detail as a term progresses – whole school
that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)  ACTION: NSPCC whole school assemblies	SEAL – circle time - what makes us feel sad? Reminders - appropriate dress/keeping underclothes up etc Daily modeling and support regarding how to deal with hurt feelings etc	NSPCC – Pants Rule assembly	NSPCC – Pants Rule assembly
About people who look after the, their family networks, who to go to if they are worried and how to attract their attention  ACTION: fire safety talks	Trusted adult display Family and self – 4-week unit Circle time – who could you tell if you were sad/worried/scared etc Key worker system	Trusted adult display Class assemblies – which adults to talk to in school if you are feeling sad/worried/scared etc	Trusted adult display Class assemblies – which adults to talk to in school if you are feeling sad/worried/scared etc
To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)	SEAL Circle time What would you do if someone hurt you? Talk about experiences	SEAL Circle time NSPCC – assembly – trusted adults	SEAL Circle time NSPCC – assembly – trusted adults
What is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy	General classroom reminders regarding – close the toilet door, up clothes up before leaving the toilet, only go into the toilet on your own E-safety smartie stories and discussions	E-safety, assemblies led by ICT coordinator, classroom activities	E-safety, assemblies led by ICT coordinator, classroom activities
To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no' 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets	SEAL Circle time General school Rules Routines for safeguarding, personal responsibilities, belongings/toys E-safety smarties stories and discussions	Class Rules SEAL Circle time	Class Rules SEAL Circle time