

## **PSHE/RSE Curriculum Statement**

### **Intent**

At Biddick Hall Infant and Nursery School, we teach PSHE and RSE as set out in this policy. The Department for Education has introduced a compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

**Definition of RSE with reference to the Relationships and sex education and health education guidance 2019.** “In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness.”

“We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.”

### **Implementation**

#### **PSHE/RSE Content and how it is taught:**

Our PSHE and RSE sessions are taught through following a local authority developed scheme “One Life”. One Life sessions are often link to British values themes and KidSafe sessions. As a school, we also delivery KidSafe to our children in Reception, Year 1 and Year 2. We have staff who are KidSafe trained. The children undertake the Kidsafe program from the EYFS and this continues with refresher sessions in KS1. These involve the children learning to respect each other, recognise appropriate and inappropriate behaviour and know how to deal with such behaviours.

We also use “Operation Encompass” sessions as part of our PSHE curriculum. We have had an experienced School safeguarding Learning Office in school to support staff with delivering the new RSE guidance and team teaching together to show how Operation Encompass sessions can support the learning of RSE statements.

The PSHE lead has created unit plans for KS1 for each half term. The Unit plans clearly state the relationship and health objectives that are to be delivered in each PSHE and RSE session. The PSHE lead has also created a long term overview that states the topic that is focused upon each for Year 1 and Year 2. In KS1, PSHE and RSE sessions are taught daily. All sessions are planned for in the unit plans. This

supports teachers in delivering focused PSHE and RSE sessions daily and with a clear purpose relating to the learning objectives.

Although when PSHE and RSE are taught as a discreet subject, it also has a significant and high profile place in our school assemblies where discussion about a wide range of issues sets the climate for learning within the school. We also develop PSHE and British Values through various activities and whole-school events, for example the School Council have an important role in gathering pupil voice and expressing them to the Head Teacher and PSHE Lead. At our school, we value the opinion of the children and involve them in decision making through the School Council. Each class participates in Democracy week. Children nominate and then vote for the children they think would represent their class well.

### **Topics delivered in our PSHE/ RSE sessions**

The overview of PSHE/RSE sessions and topics can be found on our school website. The topics are planned with the focus of delivering the Relationships and Health learning objectives. The learning objective themes can be seen below as set in the RSE guidance 2019.

**Relationships:** Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will teach children how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

**Health:** Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body (ages 9 to 11 – covered in KS2)

Our teaching is developed to show respect for others and for difference, and educate pupils about healthy relationships. We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered for example, through teaching about different types of family, including those with same sex parents.

### **PSHE/RSE sessions accessible by all children with equal opportunities**

We teach PSHE and RSE to all children regardless of ability. Teachers provide learning opportunities matched to the individual needs of the children, taking into account those with learning difficulties and also the more able. We take into account the targets set for children in their Individual Action Plans. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We aim to provide all pupils with equal access to all aspects of school life and work to ensure that every child is valued as an individual, regardless of sex, race, disability, religion or belief, or sexual orientation, gender reassignment, nationality, ethnic or national origins. This is in accordance with the school's Equal Opportunities policy (Equality Act 2010).

### **Safeguarding of disclosures**

Occasionally pupils may make personal disclosures in class or to individual teachers particularly in PSHE where discussion is encouraged. The disclosure may refer to inappropriate activity the child has been part of or has experienced. The whole school is clear about their legal and professional roles and responsibilities as outlined in the Safeguarding Policy and any disclosures would be followed appropriately and timely in accordance to our Safeguarding Procedures.

### **Parents' Right to Withdraw:**

The school is well aware that the primary role in children's Relationships and Health Education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. There is no right to withdraw children from PSHE lessons because as an Infant school we only teach the Relationship and Health aspects of the guidance. We do not teach the Sex education aspects and therefore children cannot be withdrawn from sessions. Any parent/carer who is concerned with the content of the PSHE/RSE sessions can speak to our Head teacher or PSHE lead for further information.

### **Development and Reviewing of PSHE/RSE Policy**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – the PSHE lead, pulled together all relevant information including relevant national and local guidance and reviewed the previous policy
- Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
- Pupil voice – we listen to what pupils want from their RSE and PSHE lessons and the way they learn most effectively. Teachers pass this information on to the PSHE lead to include in the Unit plans. Teachers use professional judgement to deliver the planned sessions through learning styles that suit their own class needs (group discussions, group projects, paired tasks, independent tasks, reflection tasks, presentations etc.)
- Ratification – the Curriculum policy was shared with and reviewed by governors.
- Parent/Carer consultation – The Curriculum policy and PSHE/RSE long term overview is available and shared on our school website. Parents are welcomed to read through the policy and contact school to discuss any concerns or queries regarding the delivery of our PSHE/RSE Curriculum. The Head Teacher, Assistant Head Teachers and PSHE Lead will be available to discuss any requests.

**Reviewing:** The PSHE/RSE statement will be reviewed and update annually as part of our curriculum policy. The PSHE Lead will liaise with the Head teacher and curriculum lead to ensure all updated guidance is included and shared with parents, staff and governors.

The long term overview will be updated annually to show what we are teaching in school with regards to PSHE/RSE sessions.

### **Impact**

The intended impact of our PSHE and RSE curriculum is for our children to have participated in learning experiences to help them navigate their own world and to

develop positive relationships with themselves and others. We have a strong focus on giving children relevant opportunities which supports them to build resilience and nurtures mental and physical health. We include mindfulness activities and collaborative activities to allow the children to develop their emotional awareness and control. Our curriculum starts to build a positive self-image within our pupils, a sense of identity and supports the development of healthy relationships with themselves and others. We focus on the physical health aspects of how to keep healthy, be aware of dangers and to stay safe. However, we also have a strong focus on mental health and emotional literacy which empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these using calming strategies and using key vocabulary to solve problems or reach out for help. Children embed these lifelong skills so that they can apply these to everyday situations they may encounter during and outside of school life; contributing to them becoming positive role models and members of our community.