

Pinewood Infant School and Foundation Unit
Relationships Education and Personal, Social, Health Education Policy
August 2024

“PSHE 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.” DfE 2015

Rationale and Ethos

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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education, from September 2020. 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.

At Pinewood we wholeheartedly support the philosophy of relationships education and believe it is best taught as part of PSHE – Personal, Social, Health Education, an integral and compulsory part of our curriculum. At Pinewood Infant School we value the importance of relationships education to help and support young people through their physical, emotional and moral development. Today’s children are growing up in a complex world, both on and offline. We understand that parents and carers are the prime educators for children on these matters but that our role is to complement and reinforce relationships education, preparing them for the opportunities, responsibilities and experiences their futures hold in a digital age. We teach Relationships Education in line with our vision and school values which are fundamental to our teaching of Personal, Social, Health and Education (PSHE).

Relationships education is the teaching of characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Aims and Objectives

- ✚ To reassure children of their value and self-worth, including aspects of dignity, self respect and self-restraint.
- ✚ To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care.
- ✚ To promote the value of loving relationships and of family life.
- ✚ To teach children the importance of healthy, respectful relationships focusing on family and friendships in all contexts, including on line.
- ✚ Begin to prepare pupils for puberty by learning about change and growth in humans and animals
- ✚ Teach pupils the correct vocabulary to describe themselves and their bodies.
- ✚ Help children to value their welfare and safety, including an understanding of the importance of health and hygiene
- ✚ To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- ✚ To educate against discrimination and prejudice.
- ✚ To develop a belief that they can achieve goals both personal and academic, to stick to tasks that will help them achieve these goals.
- ✚ To develop personal attributes including kindness, honesty and generosity and those that link to school value.
- ✚ To develop children’s understanding of mental wellbeing.
- ✚ To support pupil’s well being and develop resilience and character which is fundamental to pupil’s being happy and successful and productive members of society.

Teaching and Learning at Pinewood

At Pinewood we use the SCARF programme (safety, caring, achievement, resilience, friendships) from Coram Life Education. Relationships education and health education are embedded in this programme which is split into the following three key themes: Health and Well being, Relationships and Living in the wider world.

Within these themes pupils learn about:

Health and wellbeing: healthy life styles, keeping safe and growing and changing

Relationships: healthy relationships, feelings and emotions and valuing difference

Living in the wider world: rules, rights and responsibilities, caring for the environment and money

The PSHE and relationships curriculum is organised in a spiral curriculum which develops themes/topics, taking into account the age and maturity of the children. This means that topics are revisited as pupils get older.

It is also fully integrated into our curriculum and taught in line with our cross-curricular approach, through topics as well as our RE, science and E-safety curriculum.

A variety of teaching and learning styles are used to ensure effectiveness and differentiation. The needs of all pupils are considered, taking into account gender, ethnicity and special educational needs, including disability. Teaching will take place during lessons and circle time and as part of our assembly programme. Work may be with individuals and even with the whole school/key stage during assembly, but mostly it is delivered in whole classes or groups, as appropriate. Class teachers, the PSHE Leader and the Senior Leadership Team will have the responsibility for ensuring the delivery of SRE.

Foundation Stage:

As well as in the Foundation Stage SCARF programme, aspects of Relationships Education are included in the Early Learning Goals for PSED (Personal Social and Emotional Development), Physical Development and Understanding the World.

At Pinewood, Foundation Stage children are taught to:

- show sensitivity to others' needs and feelings
- form positive relationships with adults and other children.
- be confident and positive about themselves, saying when they do or don't need help.
- talk about how they and others show feelings
- talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- understand the need for safety when tackling new challenges, and consider and manage some risks.
- know about similarities and differences between themselves and others, and among families, communities and traditions.
- make observations of animals explaining why some things occur, and talk about changes

Relationships Education

Relationships education is part of our timetabled SCARF teaching programme. It is compulsory for all children and parents do not have the right to remove their children from these sessions. The focus at Pinewood is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught

how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

The principles of positive relationships also apply online. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. At Pinewood we deal with these issues by addressing the issue with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEN. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Where appropriate staff will speak to parents to work in partnerships with families and ensure we are supporting them with challenging questions. We will always promote diversity and discourage any form of discrimination.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At Pinewood we run the NSPCC Pants campaign and assemblies relating to healthy and safe relationships in our SCARF programme.

At all stages it will be important to teach children about making sensible decisions to stay safe (including online.)

Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

At Pinewood this starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example Beavers or Rainbows), are beneficial for health and wellbeing. We are committed to offering a vast amount of extra-curricular clubs at Pinewood for KS1 children.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. We work closely with parents on this issue and try and encourage parents to work in partnership with us.

Content:

Through an effective and creative curriculum and by the end of their time at Pinewood children should have greater understanding of the following which will be built on in Junior school:

- Families who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Physical health and mental wellbeing

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

Roles and responsibilities

The governing body

The governing body will approve the SRE and PSHE policy, and hold the head teacher to account for its implementation.

The head teacher

The headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content. The head teacher is responsible for ensuring that SRE is taught consistently across the school, and for managing and responding to any requests to withdraw pupils from non-statutory/non-science components of SRE (see next section).

Staff

- Staff are responsible for:
- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity

Parents' rights to withdrawal

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. We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), **but not from relationships education** at primary. As an infant school, sex education is not delivered therefore all pupils should be part of relationships education at Pinewood.

Confidentiality and child protection

It is inevitable that effective RSHE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RSHE 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.

Special Educational Needs and Disability

This policy has been written with regard to the aims and objectives of the Schools's Special Educational Needs and Diversity and Inclusion Policies.

All lessons are planned using differentiation, and take into account a range of learning & teaching styles to cater for all pupils. In this way all children have the opportunity to reach their potential, regardless of their need or disability.

Monitoring, evaluation and review

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

- Comments from pupils and representatives from the pupil voice
- Whole class discussions

This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively

Policy development process

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

- Members of staff – though regular agenda items at staff meetings, consultation documents, surveys
- Governors – discussions at governor's meetings, training
- Parents/carers – parents will be encouraged to contribute by consultation through the school website
- Children – pupils contribute to the development of the policy through the school council, circle time discussions etc.
- Other partners – visiting external providers in school; health, police, wider community, faith groups

This will ensure that the RSHE 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 [www. Pinewood.notts.sch.uk](http://www.Pinewood.notts.sch.uk)
- From the school office

Information for children and families about PSHE and RE at Pinewood can be found on our school website (curriculum pages).

The policy has been written following the DfES guidelines *Sex and Relationship Education Guidance 0166/2000*. The policy will be formally reviewed every year by staff and Governors in line with current legislation

Staff training

RSE can be a sensitive issue 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. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

Links with other policies

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

- Safeguarding
- Peer on Peer Abuse Policy
- Behaviour
- Anti-bullying
- Online safety
- SEND
- Sex Education
- Inclusion
- Equality and Diversity

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.

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. .

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.

Rebecca Guy – Review Summer 2025