



Walter Infant School and Nursery

'To be the best I can be'

PERSONAL, SOCIAL, RELATIONSHIP AND HEALTH EDUCATION POLICY

Version	Action	By	Date
1	Approved	Full Governing Body	7 th May 2020
1	Approved	Full Governing Body	14 th July 2022

Review Date: Summer 2024

Mission Statement:

Walter Infant School and Nursery is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, kindness, honesty, empathy and resilience.



Introduction

At Walter Infant School and Nursery, we believe all children are entitled to a broad and balanced curriculum that meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSRHE 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.

At Walter Infant School and Nursery, we teach Personal, Social, Relationships and Health Education (PSRHE) as a whole-school approach. It is underpinned by our school ethos and values and is at the centre of our curriculum.

Aims (Intent)

We wish to equip our children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community; so that they can 'be the best they can be'. When our children finish Year 2, we want them to be 'Junior School Ready'. This means we want them to be able to make positive friendships, have confidence in themselves, know how to keep themselves safe and be resilient to any challenge they may face.

Our PSRHE curriculum will enable pupils to:

- Value self and others
- Form positive relationships
- Communicate effectively
- Work cooperatively with others
- Respond to challenge
- Be healthy and fulfilled individuals
- Keep themselves and others safe
- Respect the differences between people
- Develop independence and responsibility
- Be an active partner in their own learning
- Play an active role as members of a democratic society;

Statutory Relationships and Health Education (Intent)

From September 2020, Relationships Education and Health Education is compulsory for all primary schools as set out in the DfE guidance (2019).

"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."

DfE Guidance 2019 p.8

We cover all aspects of the statutory Relationships and Health Education within our whole-school PSRHE Programme, in an age-appropriate way.

Our School Values (Intent)

Alongside children learning the necessary skills, knowledge and understanding, our PSRHE curriculum also aims to develop children’s personal attributes.

“A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual.”

DfE guidance 2019 p.20

Our aims and intent for this part of our PSRHE curriculum are derived from our five core values. Walter Infant School and Nursery has five core values that underpin our school ethos.

- Kindness
- Empathy
- Resilience
- Honesty
- Respect

We believe that fostering these values is vitally important for our children, in order for them to be an effective member of the community in later life. We deliver regular whole-school assemblies on these values. There are explicit links to each of them in our Jigsaw topics throughout the year which allows children the opportunity to expand their understanding and reflect on their behaviour with regards to these attributes. They are also embedded within all the subjects in our curriculum, giving children further opportunities to practise and develop these skills. We celebrate children that have demonstrated these values by awarding them with a Values Badge. Our aim is for all children to have been rewarded with a values badge by the time they finish Year 2.

Whole school approach (Implementation)

In our school we have chosen to deliver Personal, Social, Relationships and Health Education using a commercial scheme of work entitled ‘Jigsaw’, which is a mindful approach to PSRHE. We believe it offers us a comprehensive and age-appropriate scheme of work and brings consistency and progression to their learning.

Jigsaw covers all areas of PSRHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.

Autumn 2:	Celebrating Difference	Includes anti-bullying and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, team work and resilience building
Spring 2:	Healthy Me	Includes medicine safety, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

How is PSRHE organised? (Implementation)

Our PSRHE lessons, using the Jigsaw programme, bring together PSRHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. There is a whole school approach, with all year groups working on the same topic at the same time, at an age-appropriate level. Each topic starts with an assembly to introduce the key themes. We use a variety of teaching styles to cater for all children's needs and will differentiate when necessary. Each class will be timetabled to have a PSRHE lesson once a week. It will always be taught by the class teacher who has the necessary knowledge of the children to be able to deal with sensitive topics appropriately.

At Walter Infant School and Nursery, our children's mental well-being is one of our priorities and we believe mindfulness is an important tool to teach children. In each lesson children have the chance to practise their mindfulness skills during the 'Calm Me' section; 'Pause Points' with Jerrie the Cat enable the children to learn to stop and consider their feelings at that moment. Mindfulness allows them to relax and calm their mind by being in the present moment and teaches them to regulate and manage their feelings and behaviour.

The Learning Environment

It is vital that a safe and positive learning environment is established for PSRHE lessons based on trusting relationships between all members of the class, adults and children. To enable this, teachers will agree on 'ground rules' with their class at the start of the year and they will be reinforced at the beginning of each lesson. Every class will include the following aspects in their Jigsaw charter:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass

- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Safeguarding

Teachers are aware that, sometimes during PSRHE lessons, disclosures may be made. If this occurs, they will follow our safeguarding and confidentiality procedures immediately. Sometimes it may be clear that children need time to talk one-to-one after the lesson, and if so, teachers will make sure this happens.

Relationships and Sex Education

"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."

DfE Guidance 2019 p.4

The DfE statutory guidance for Relationships Education covers these elements: 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Most of these elements are taught under the 'Relationships' unit in Jigsaw however, some of these outcomes are taught elsewhere. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Our children are growing up in an increasingly complex world both on and offline: They are faced with a variety of messages about relationships that can be confusing. It is our job to teach children the facts at a point when they are emotionally ready and in an age-appropriate way, with the content being carefully sequenced. In order to achieve this, content needs to be delivered through a 'drip approach'; small units of content delivered each year that builds on their learning bit by bit. We believe that it is our duty to lay the foundations for their future relationships and sex education so they will have a secure understanding about what healthy and respectful relationships are and they know how to be safe and healthy.

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

Our PSRHE curriculum also supports our duty of safeguarding the children. We teach them necessary and age-appropriate skills and knowledge so they recognise when a relationship is not a positive one and who they can go to for support. Our content focuses on boundaries and privacy.

The table below shows specific RSE content for each age group.

Age

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva, anus); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology: penis, vagina, testicles, vulva, anus); assertiveness; appreciate that some parts of my body are private.

Working with parents

We respect that parents have the right to withdraw their children from Sex Education except for those parts included in statutory Science National Curriculum and the elements included within statutory Relationships and Health Education. However, parents cannot withdraw from any aspect of Relationships Education or Health Education. Those parents wishing to exercise their right to withdraw will be invited to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

As we are an infant school, at this point in a child’s learning our main focus is on relationships. We do not cover specific elements of Sex Education. However, in Lesson 4 of the ‘Changing Me’ unit, Year 1 and 2 will be taught the correct terminology for the male and female genitalia.

Health Education

The DfE statutory guidance for Health Education covers these elements: ‘Mental wellbeing’, ‘Internet safety and harms’, Physical health and fitness’, Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’. Most of these elements are taught under the ‘Healthy Me’ unit

however some of the outcomes are taught elsewhere and elements of emotional and mental health are nurtured every lesson.

The grid below shows specific Health Education content for each year group.

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.

Sensitive Issues and Difficult Questions

It is likely that during lessons sensitive issues will arise. Teachers will always handle personal issues brought up by the lesson content sensitively and if disclosures are made will deal with these appropriately and follow our safeguarding procedures if necessary.

Teachers will ensure that topics are taught without bias and that they are presented using a variety of views and beliefs.

Teachers will deal with difficult questions in the following ways:

- Their answers will be age-appropriate and guided by the lesson content
- They will keep their answers simple and factual
- They will not show any feelings of shock or amusement but will model sensible behaviour
- Questions do not have to be answered immediately, they can be addressed individually after the lesson

Wider curriculum

PSRHE is not a subject where learning only happens in the classroom. It is important for children to have the opportunity to practise their learning in everyday situations. Therefore, our 'hidden curriculum' is also a vital part of children's learning because it allows the explicit lessons to be reinforced and enhanced. Included in our 'hidden curriculum' is:

- Playground Pals
- Being a member of the School Council
- Top Table
- Year 2 responsibilities – delivering fruit, litter picking, delivering milk
- Singing at the Dementia Café
- Taking part in performances
- Our whole school ethos
- Staff as appropriate role models
- Assemblies
- Supporting a charity
- Our reward systems including Kindness Tree, WOW boards, Values badges and Star of the Week
- Theme days or weeks eg. Anti-bullying Week and Internet Safety Week

Equality

At Walter Infants School we promote respect for all and value every individual child. In line with the Equality Act 2010, teachers ensure that PSRHE topics are taught in an unbiased way and are inclusive of all children. Our lessons promote equality and understanding, and we regularly celebrate the diversity of our school community. Staff will tackle any prejudices that occur immediately and sensitively and will challenge stereotypes. All forms of bullying and discrimination based on a child or family's gender, race, religion or belief, disability or sexual orientation will not be tolerated.

This PSRHE policy is informed by:

DfE statutory guidance on Relationships and Health Education (2019)
Keeping Children Safe in Education (2019)
Equality Act 2010 and Schools
Promoting Fundamental British Values as part of SMSC in schools
Character Education

It is related to the following policies:

Anti-bullying and Equality policy
Behaviour policy
Safeguarding and Child Protection policy
RE policy
Healthy Food policy
Mental Health policy