



Thorns Community



Infant School

**Park Hill Thorns Personal, Social and Health
Education (PSHE) and Relationship and Health
Education Federation
Policy**

*Successful confident learners.
Responsible compassionate individuals.*

Reviewed: January 2020

Agreed by Governors:

Next review: February 20213

At The Park Hill Thorns Federation, we are committed to developing the whole child. Personal, Social and Health Education (PSHE) and Relationship and Health Education gives pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, establish and maintain positive relationships and become informed, active, responsible citizens. We will meet the new government requirements to teach relationships education and continue with our choice to teach age-appropriate sex education.

Our decisions about the content of our PSHE and RHE has been guided by: Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019); Character Education Framework Guidance (Nov 2019). It also encompasses our work within SEAL (Social and Emotional Aspects of Learning), the Warwickshire All About Me and Taking Care protective behaviour planning; Jigsaw PSHE scheme and other opportunities in the general life of the school. For more information on our Online safety curriculum please see the Online safety policy. We also follow a Learning Skills curriculum which is a spiral curriculum where children meet 6 different topics: Working with Others, Developing Independence and Responsibility, Being a Better Learning, Knowing Me, Knowing You, Thinking Skills and Speaking and Listening. These enable children to think more deeply about the skills they need to be successful learners and to practice and improve them and this is in line with social pedagogy.

Aims

PSHE and Relationships Health Education enables the children to:

- Have healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education;
- Have healthy minds, including emotional wellbeing, resilience, mental health
- Achieve economic wellbeing and develop their financial capability
- Receive age appropriate careers education, prepare for work and make a positive contribution to society
- Recognise different types of relationships
- Know how to recognise, understand and build healthy relationships
- Know how relationships may affect health and wellbeing, including mental health
- Understand healthy relationships and safety online
- Understand and discuss physical development and changes to their own bodies

Planning

Opportunities exist throughout the curriculum for promoting pupils' personal, social and emotional development. Provision for PSHE and Citizenship will be through a combination of:

- timetabled PSHE lessons in KS1 and KS2
- weekly Learning Skills sessions throughout the Federation
- explicit opportunities in other curriculum subjects

- assemblies including circle time assemblies
- whole school and suspended timetable activities (such as themed weeks)
- involving pupils in the life of the school and wider community (such as Learning Council, Online Safety Committee, Eco Council, Fund Raising Events, Peer Mentoring, Sports Leaders and classroom roles).

When planning, we consider which components of PSHE and Citizenship are appropriate for the particular activities. These links can be detailed on the class teacher's medium term planning. Teachers also take opportunities to promote PSHE whenever they arise. Teaching PSHE when and where appropriate will involve the children, motivate them and give them ownership of their academic, personal and social development.

Teaching approaches and learning styles

Our philosophy on teaching and learning is encapsulated in our Teaching and Learning Policy.

A range of teaching strategies is needed to provide the breadth of effective learning opportunities in the Framework for all pupils. These include an emphasis on active learning enquiry, discussion and participation in PSHE activities.

Access and Inclusion

All children have equal access to the PSHE and citizenship curriculum, including Sex and Relationship and Drug Education, regardless of their ability, ethnic group, gender or social background. Delivery will be differentiated appropriately by class teachers, where it is safe and reasonable to do so.

Children who may have special needs will be supported by the class teacher, with the possible involvement of the Special Needs Coordinator (SENCO). Our teaching of relationship education will take into account the needs of children with disabilities; the differences between boys and girls in their experiences and questions around SRE and should not assume that all children will grow into heterosexual relationships.

Adults in our school are entitled to support from: whole school planning; support from colleagues including the subject leader; INSET within and out of school; and by the provision of support materials and resources. In addition to this, our use of the Warwickshire Taking Care and All About Me schemes gives staff access to support from county advisors and experts.

Resources including visitors

Some resources are provided through the Edison curriculum planning, digital literacy resources and the Learning Skills planning which are stored on the Staff area of the curriculum server. Further resources including SEAL planning, Taking Care resources, The All About Me scheme and specific safety resources are stored in the Community room at Thorns and in the staffroom at Park Hill. A number of visitors are used to support the teaching of PSHE including Warwickshire Road Safety Team, St John's Ambulance, School Nursing service (COMPASS), the Police and Fire Brigade.

Recording, Assessment and Reporting

Reference should be made to the Federation's 'Assessment for Learning Policy'.

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups. Children will be involved in self-assessment.

Teachers will be able to discuss progress made by their pupils. General comments about PSHE and Learning Skills are included in annual reports to parents through a general comment, and children will write their own comments about how they have done in a personal statement.

Relationships Education

What is relationships education?

“Sex and relationship education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of SRE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.”

Sex and Relationships Education for the 21st Century

Relationships Education in our school aims for pupils to:

- develop confidence in talking, listening and thinking about feelings and relationships;
- name parts of the body appropriately and describe how their bodies work;
- protect themselves and ask for help and support (including understanding what healthy relationships are);
- be prepared for puberty.

Relationships Education Provision

In line with national recommendations, SRE at Park Hill Thorns will be delivered through the PSHE, Science, SEAL, Spring Fever and Taking Care frameworks.

Lessons are taught predominantly by the pupil's class teacher however we also work alongside the School Nurse when appropriate. Every year group beginning in Reception follows the Warwickshire Taking Care and Rutgers' Spring Fever materials and this is taught annually. The Year 5 and 6 curriculums contribute more significantly to a child's knowledge and understanding of puberty.

Relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. Lessons will be delivered by class teachers or school learning mentors.

A planned, progressive programme of SRE *gradually and appropriately* begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

Relationships Education and Science Curriculum

Relationships education will be taught alongside the current Science curriculum as teachers seek to make links between different aspects of learning. Parents do not have the right to withdraw their child/children from Science lessons.

Keeping Parents/Carers Informed

Before children embark upon their Relationships Education programme, parents/carers are given an opportunity to attend a meeting showing the topics the child will be covering. They are informed of their right to withdraw their child from Relationship Education lessons. We believe that high quality Relationships Education involves a partnership between school and home and that it seeks to build on children's views and experiences.

Parents/carers Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents are asked to make an appointment to meet with the Executive Head teacher to discuss this and the Federation will document this process to ensure a record is kept. This process is the same for pupils with SEND. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

□ Materials are available to parents/carers who wish to supplement the school Relationships Education programme or who wish to deliver Relationships Education to their children at home.

Monitoring and Review of the PSHE and Relationships Education policy

This policy will be reviewed every three years as part of the school's on-going policy review cycle unless there are changes to government legislation. It will be approved by the Federation Governing Body.

Appendix: Spring Fever Overview - To be replaced with All About Me Overview once obtained.

	Day 1	Day 2	Day 3	Day 4	Day 5	Extra
Reception	Who am I? Looking at differences and similarities among friends.	What do I feel? Feelly box and talking about emotions.	Being Naked. Labeling all parts of the body including genitals.	At home. Who is in our family? Are they all the same?	We are friends. What makes a friend, and who are our friends?	
Year 1	I am a boy you are a girl. How are they different? Cuddles, toys etc.	I really like you. What makes someone nice?	Where does a baby live before it is born?	What feels nice and what doesn't?	How do I say No? Saying no to things we don't like.	
Year 2	Who am I? Similarities and differences between them and friends.	I am a girl you are a boy. Similarities/ differences physically (Genitals) and hobbies etc.	What do I feel? Things we like and don't like. Appropriate touching.	Who is special to me? Family, friends and what makes someone special to you?	What feels nice and what doesn't. Saying no.	
Year 3	At home. What do our families look like? Who is in them? What happens at home? Rules.	I am in love. Talking about love. What is it? How do you know if you're in love? Looking at different families. Mention single sex families.	How was I born? Where does a baby live before it was born? How does a baby get in mummy's tummy (womb) & how is it born?	Being naked. Every home is different. Bath time OK. Should not take clothes off in the playground. Swimming at the beach.	How do I say 'no'? Differentiate between YES, NO and Don't Know feelings	
Year 4	Who am I? Positive characteristics. The ideal man and woman. Stereotypes.	Boys, Girls & Babies. Detailed look at the male and female body. How did I begin? Biology of how babies are born and made.	Boys and girls about one another. Stereotypes. Opinions. Overcoming stereotypes.	How do I say yes or no?	E Safety and Friendship. Facebook profiles. Dangers of the internet.	
Year 5	My relationships. Who cares for you? Who plays with you?	Being in love. What does it mean? Who can be in love? If raised. proper term Homosexuality is introduced.	GIRLS change during puberty. Talks for girls and boys together. Changes, feelings and hormones.	BOYS change during puberty. Talks for girls and boys together. Changes, feelings and hormones.	What feels nice and what doesn't. Good and bad secrets.	Circumcision * This may be covered in discussion with boys around puberty
Year 6	Who am I? Qualities. A book about me.	Does bare make you blush? Talking about different routines, families are so different.	What is sex? What do you know? Proper terms, real information.	Men and women in the media. Stereotypes and then real people.	What do you think and what would you do?	Internet friends

The theory and practice of the teaching package is structured using four themes:

- 1. Physical development and self-image
- 2. Reproduction and family forming
- 3. Social and emotional development
- 4. Sexual assertiveness