



NETTLEWORTH INFANT AND NURSERY SCHOOL

RELATIONSHIPS AND HEALTH EDUCATION / PSHE POLICY

We nurture, we flourish, we achieve

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Publication Date:	April 2022
Relate Policies:	<p>Safeguarding, Child on Child Abuse Policy, Behaviour, Anti-bullying, Online safety, SEND, Inclusion, Equality and Diversity, SCARF</p> <p>This policy has drawn on:</p> <ul style="list-style-type: none">▪ Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019) from 2020▪ Creating a PSHE education policy for your school, The PSHE Association (September 2018)▪ Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
Review Date:	April 2023 (or sooner in response to significant change in legislation and / or whole school practice)
Approved/Ratified by:	Staff and Governors at Nettleworth Infant and Nursery School

How this Policy was developed

This policy was written and developed in consultation with parents, teachers and other school staff, governors and the pupils at Nettleworth Infant and Nursery School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

The purpose of this policy is to describe our practice in Personal, Social and Health education (PSHE) and Relationships Education, together with the principles upon which these are based. Personal, social, and health (PSHE) education is an important and necessary part of all pupils' education. Through careful planning, the school aims to positively influence the development of individual pupils, providing opportunities to rehearse the knowledge, skills, attitudes and behaviour which form the foundation for their effective personal and social development.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- * Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- * Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

From September 2020, all primary age children will be taught Relationships and Health Education. At Nettleworth, Relationships & Health Education is included within a carefully planned PSHE programme, taking account of the children's age and needs. We teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The specific teaching as well as the holistic approach reflects that today's

children are growing up in an increasingly complex world and living their lives on and offline. This presents many positive and exciting opportunities, but also challenges and risks.

At Nettleworth we teach and develop an understanding of how to be safe and healthy, and how to manage academic, personal and social lives in a positive way. The guiding principles have been that all of the compulsory subject content are age and developmentally appropriate. In school, the subjects in place are the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Aims

Through PSHE and Relationships Education, we aim to develop the holistic wellbeing of our children, ensuring that they develop character and a moral compass, celebrate difference, know how to keep themselves safe and healthy and become responsible members of the community. We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

ORGANISATION AND PLANNING:

Intent

Our intent is to ensure that children are

- able to develop their confidence and responsibility, making the most of children's abilities
- prepared for the opportunities and responsibilities of adult life
- prepared to play an active role as citizens
- equipped to make healthy choices
- able to protect themselves and ask for help and support
- helped to develop an understanding of relationships and respect differences between people

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

How do we teach Relationships and Health education?

At Nettleworth we use the SCARF (Safety, Caring, Achievement, Resilience, Friendship) approach which provides a whole-school structure to children's physical and mental health and wellbeing. It is also mapped to the new DfE guidance for Relationships Education and Health Education and the National Curriculum. SCARF lessons are carefully planned as part of a spiral curriculum, covering all subjects in an age-appropriate way. Our PSHE education, including statutory Relationships and Health education, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports our aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

SCARF curriculum lessons cover the learning opportunities within the PSHE Association's Programme of Study, therefore providing for elements such as the rights of the child, caring for the environment, economic education, and children's social, moral, spiritual and cultural (SMSC) education, including British Values, which are statutory requirements. The SCARF resources are flexible. They can be tailored to each class pupils' precise needs, without being too prescriptive.

How PSHE education, including Relationships Education, is provided and who is responsible for thisAt Nettleworth we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices¹. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

Our PSHE subject lead, works in conjunction with teaching staff in each year group and the phase leads (EYFS and KS1) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

¹ SCARF long term planning document <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this and how they can be adapted on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher and is recording summatively. Staff are informed by their formative observations and record their assessments summatively each term, using both lesson knowledge and the skills observed.

What is being taught?

In the appendices can be found the SCARF medium term planning for both Key stage 1 and the Early Years Foundation Stage² as well an overview of our Science programmes of study³.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

² SCARF medium term planning documents <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

³ *Relationships and Sex Education can also be found within National Curriculum Science*

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

Curriculum design

The RHE curriculum will be taught through

- Spiral curriculum
- Curriculum days
- PSHE/ RHE lessons (known as SCARF)
- External providers
- Taught by dedicated school staff
- Topics
- Taught by Pastoral staff
- Assembly enhancements
- Links to other curriculum area – PE, Citizenship, Science, Religious Education etc

The programme will be delivered to all students by;

- Dedicated selected staff supported by a variety of professionals, including where appropriate, the school nurse, police etc, with expertise in specific topic areas.
- The RHE curriculum is organised in a spiral curriculum which develops themes/topics, taking into account the age and maturation of the children. This means that topics are revisited in greater detail as students get older
- A variety of teaching and learning styles will be used to ensure effectiveness and differentiation.
- The teacher will discuss and establish 'ground rules' at the beginning of every lesson which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement
- All teachers will endeavour to create a supportive environment for all pupils
- Pupils are regularly informed of who can offer confidential support
- Local data will be used to inform priorities for the school's RHE programme – such as schools health profile

Across all key stages, students will be supported with developing the following skills;

- Communication – speaking and listening, including how to manage changing friendships, relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required

- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills to present the learning content and to adapt it to suit the needs of each class. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

Staff training

RHE 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 RHE.

Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education in Key Stage 2 (Junior school age) but not the Relationships Education covered at Nettleworth. Parents are invited to view our resources and discuss any concerns with our staff at any time.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Mrs Lee.

Confidentiality and child protection

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

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.
- 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.
- 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 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).
- Data to understand the health and wellbeing needs of the local school-age population
- Public Health England's Child and Maternal Health Intelligence Network
- Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:
- <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).
- PSHE Association PSHE Policy Guidance
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school>