



Fulwell Infant School Academy PSHE/RSE POLICY



PSHE and RELATIONSHIPS AND SEX EDUCATION POLICY (PSHE/RSE)

At Fulwell Infant School Academy, Relationships and Sex Education (RSE) is set within a broad curriculum of personal development that promotes the understanding of relationships, healthy lifestyles, diversity and personal identity. PSHE/RSE aims to provide children with the essential life skills to build positive, respectful and enjoyable relationships with others. PSHE/RSE also aims to give children the skills to stay safe both on and off line. PSHE/RSE, within Personal, Social, Health and Economic Education (PSHE), helps to explore children's own attitudes and values and develop their self-esteem and confidence to view themselves in a positive way. Some aspects of PSHE/RSE have cross-curricular links with other subjects, particularly Physical Education, Science, Information Technology and Religious Education.

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education (age appropriate).

INTENT

Relationships are the foundation of our school. We recognise that we are all different and unique and each of us has the right to be respected and valued. We aim to develop young people who have positive self-esteem, recognise their own value and are able to confidently make good, informed and safe decisions about their own relationships, health and wellbeing.

Children are supported to acquire information, develop skills and form positive beliefs, values and attitudes as young children which will enhance their lives and relationships, now and in the future. School staff will endeavour to create an atmosphere where children feel safe, comfortable, and confident to ask questions and talk openly.

School organisation ensures that the children have equal status. All pupils will have equal access to the Relationship and Sex Education Curriculum. Consideration will also be given to the needs of the pupils with English as an additional language.

Pupils with special educational needs may need more help than others in coping with the physical and emotional aspects of growing up and may also require more help in learning what sorts of behaviour are and are not acceptable.

Any questions raised by children in the early years will be dealt with sensitively and appropriately as the need arises.

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education,¹ as recommended by the DfE, 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

¹ Delete as appropriate



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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 the school's 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.



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The essential characteristics of PSHE/RSE at Fulwell Infant School Academy enable children:

To understand what makes for good relationships with others



To know and understand what constitutes a healthy lifestyle

To have self-respect and respect for others



To know how to keep themselves and others safe, both on-line and off-line

To develop good relationships with other members of the school and the wider community



To be independent and responsible members of the school community

To be positive and active members of a diverse multicultural society



To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues

To become resilient learners who are prepared to persevere when they meet new challenges

To gain the knowledge to enable them to make good, informed and safe decisions about their relationships, health and well-being

To develop their understanding of the importance of emotional well-being (their own and that of others)



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BEHAVIOUR and ATTITUDES

The approach within our school is to foster curiosity, enthusiasm and fascination toward learning and understanding of the world. We will encourage our children to have a positive attitude and develop the resilience required to address challenges they meet in both academic and social situations. We plan our curriculum and offer a wide, rich set of experiences and opportunities to skilfully prepare our children to become highly respected, and respectful, future citizens.

We intend our curriculum should promote sustained progression in knowledge, skills and understanding of this modern changing world, this includes an understanding of gender equality. Staff ensure they challenge stereotypes e.g. not routinely separating boys and girls and they consciously think about stereotyping as part of their statutory duty when planning learning opportunities. Gender equality is a key part of British values. Practitioners have undertaken PREVENT training which has given them statutory guidance on radicalisation and as part of this the necessity to consider gender when planning.

Through our curriculum, we intend to provide:

'All pupils and members of staff at Fulwell Infants with opportunities to fulfil their potential whatever their sex, race, colour ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.'

We hope to create a climate in which children feel able to ask questions and to have those answered by their teachers in an honest and appropriate way.

IMPLEMENTATION

- RSE is not delivered in isolation, but firmly embedded in all curriculum areas, the main content may be delivered as part of a wider topic to provide context for learning.
- RSE is normally delivered by class teachers in mixed gender groups.
- Staff ensure that they teach sensitively, valuing and respecting diversity within relationships and or community.
- Resources are flexible in order to meet the needs of the children and curriculum.
- RSE is delivered through a varied range of activities which promote dialogue and understanding. These include sharing of stories, circle time, active teaching and learning, role play/scenarios, discussions and assemblies.
- An Emotional Literacy Support Group (ELSA) led by an appropriately trained and qualified member of staff is available to nurture children requiring additional support.
- Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, including Families and People Who Care For Me, Caring friendships, Respectful Relationships, Online Relationships and Being Safe.
- If a child asks for the correct terminology for private areas, then staff will use the correct scientific label.
- External agencies and visitors may be invited to support the delivery of PSHE/RSE. These may include the school nurse, the Police and Fire Services, The RNLI, Walk wise and dental and medical professionals.
- External agencies and visitors will work within the school's policies and be supported by school staff. The input of visitors will be agreed in advance and monitored and evaluated by staff to inform future planning.



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We use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices². 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. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE/RSE/PSHE subject lead, Mrs H Gill works in conjunction with teaching staff in each year group 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. 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 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 using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge

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

The SCARF programme divides the year into 6 themed units:

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



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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 mind set (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.

ENRICHMENT

At Fulwell Infant School Academy we nurture an ethos in which children are supported and valued. We aim to offer a wide, rich and exciting curriculum designed to promote engagement, understanding and fulfilment.

There are several extra-curricular activities for children to participate with that will promote the development of relationships, physical health and mental wellbeing. These may include:

Yoga/Gymnastics/Dance

Football/Rugby

Art/Craft/Lego/Cookery/Library Club

Healthy, freshly cooked school meals are available every day as is a snack of fresh fruit. Milk is offered to children under five. Daily Active Breaks are in place and school enjoys a sports day, sports week and dance festival.

Healthy Living Workshops, such as *Change4life*, as well as visits from other professionals to enrich the teaching of the curriculum may be used.

'Tiny Tweeties' interactive music sessions that focus on the Prime Areas of Learning are offered in the EYFS.

Events to raise awareness e.g. *Anti-Bullying Week*, *Online Safety Week*, *Place2Be Children's Mental Health Week* may be supported as well as charitable events such as *Children in Need* and *McMillan Cancer Support Community Coffee Mornings*.

An Emotional Literacy Support Group (ELSA) led by an appropriately trained and qualified member of staff is available to support children in times of need



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ASSESSMENT, RECORDING and REPORTING

We ensure that all children have equal access to the PSHE/RSE programme through a process of monitoring, evaluation and assessment, which takes into consideration children's needs, maturity, age, ability and personal circumstances.

We use two methods of monitoring and assessing learning within PSHE/RSE:

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. At the beginning of a unit an elicitation activity is undertaken to determine where the children are at; and then again at the end of the unit key questions are asked to check learning, enabling us to monitor progress, record key points and identify areas for further development.

SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

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

EVALUATION and MONITORING

The Leadership Team (including the PSHE/RSE Lead) is responsible for the monitoring of PSHE/RSE within school and may do so by:

- PSHE/RSE Learning Walks
- Lesson Observations and Work Scrutiny
- Pupil interviews and discussion with the School Council
- Senior Leadership discussion
- External discussions with other agencies

IMPACT

Through our PSHE/RSE curriculum, we believe we can enhance children's education and help them to become confident individuals who have an in-depth knowledge of how to keep themselves healthy and safe and who will, through respect, tolerance and understanding, forge, maintain and value positive relationships with a diverse range of family and friendship groups. We continuously assess the implementation and impact of our PSHE/RSE curriculum in order to achieve the highest outcomes possible across year groups and ensure we provide the support that is necessary for all children to have understanding of how to make good, informed and safe decisions about their own relationships, health and wellbeing.



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Leadership will consider first hand evidence of how children are doing in each subject. Quality first teaching in response to the planned curriculum will provide evidence and information to answer the key questions listed below:

Do all our children achieve as much as they can?

Are there differences in the achievement and understanding of different groups of children?

What are we doing for those children who we know are not achieving their potential?

Are our actions effective?

Is the curriculum promoting outstanding learning and understanding?

PROFESSIONAL DEVELOPMENT

Staff will be kept informed of developments in key aspects of PSHE/RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying through regular staff meetings and INSET days.

Training will be provided by school based professional development and LA courses.

LINKS TO OTHER POLICIES AND ADVICE

This PSHE/RSE policy is supported by, but not limited to:

PSHE Policy

SMSC Policy

Behaviour Policy

Health and Safety Policy

Safeguarding/Child Protection Policy

Educational Visits and Activities Policy

Confidentiality Policy

Equality and Diversity Policy

Anti-Bullying Policy

Anti- Cyber Bullying Policy

Intimate Care Policy

Relationship and Sex Education Guidance DfE

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 our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for



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ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. On-going communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing PSHE/RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

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 the policy be required in other languages, please contact the school office.

POLICY REVIEW AND DEVELOPMENT PLAN

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

January 2025