



Personal, Social, Health and Relationships Policy (PSHRE) Policy 2024

Approved by: Trina Sillence

Last reviewed on: March 2024

Next review due by: March 2026

Aims

The aims of relationships education (RSE) at Eling Infant School are to create a positive culture around the issues of relationships and help children to develop feelings of self-respect, confidence and empathy. We will provide a framework in which discussions can take place and ways to express themselves can be modelled. The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Our curriculum incorporates the guidance from the government in their documents outlining the compulsory relationships education and RSE from September 2020.

At Eling Infant School we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – Staff were given the opportunity to look at the policy and make recommendations (virtually)
3. Parent/stakeholder consultation – parents representatives and any interested parties were invited to read and review this policy.
4. Pupil consultation – we investigated what pupils want from their RSE at an age appropriate level

5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed. Parents will be informed if we feel children need to discuss this further in a family setting.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE, such as how bodies grow and change, are taught within the science curriculum, and other aspects are included in religious education (RE).

The developmental needs of all children will be considered when planning the content and delivery of RSE lessons and children with special educational needs will have the curriculum adapted and delivered in a way that recognises their particular learning needs.

Relationships education focuses 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 including internet safety
- Being safe
- Physical health and fitness
- Mental well wellbeing
- The wider world

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The governing body

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All teachers are responsible for the teaching of RSE in school.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Training

Staff are inducted on the implementation of RSE and kept up to date on important amendments to the planning or curriculum.

Monitoring arrangements

The delivery of RSE is monitored by:

The Senior Leadership team

PSHRE co-ordinator

Governors

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Staff discuss the development of pupils learning and the effectiveness of planning on a regular basis.

This policy will be reviewed by the Headteacher every two years. At every review, the policy will be approved by the governing body and the headteacher.

Other related policies

- Child Protection and Safeguarding policy
- Anti-Bullying and Behaviour policy

- Teaching and Learning Policy
- Health and Safety policy
- Online Safety policy
- SMSC policy



Appendix 1: Curriculum map

Relationships education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R Starfish	Autumn 1	<p>Special people: Who are the important people in my life, who cares for me Everybody's special people are different. Getting to know the people who care for us in school</p>
Year R Starfish	Aut 2	<p>Being safe: A celebration of feeling safe What does it mean to feel safe Who keeps us safe, who do I trust. How do these people keep us safe The importance of following rules and listening to trusted adults Who do we tell if we feel unsafe What is the difference between a surprise and a sad secret</p>

Year R Starfish	Spring 1	<p>Relationships and teamwork:</p> <p>We can have lots of friends</p> <p>Sometimes we will want to play with different people</p> <p>How does it feel to work in a team/group</p> <p>The importance of listening to others</p> <p>Respecting others – sharing, helping, taking turns. The importance of kind words</p> <p>Learning the vocabulary to express how we feel to children and adults.</p>
--------------------	----------	---

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R Starfish	Spring 2	<p>Looking after what we have (our environment):</p> <p>Looking after our things at home and at school, what does it look like if we do -or don't!</p> <p>What do we like about our town, who takes care of it, how does it get spoilt</p> <p>Taking care of our world, what do we like about our natural world</p> <p>What does it mean to reuse or recycle.</p> <p>Making something from junk.</p>
Year R Starfish	Summer 1	<p>Health and fitness:</p> <p>Strong healthy bodies need to move around and stay fit</p> <p>Sleep is important</p> <p>Trying new food is fun</p>

Year R Starfish	Summer 2	Mental Health: Play is important Celebrating hobbies Sharing our talents Taking time to look more closely - mindfulness
--------------------	----------	--

YEAR GROUP	TERM	TOPIC/THEME DETAILS
KS 1 Year 1 Of a two year cycle	Autumn 1	<ul style="list-style-type: none"> • Valuing difference • Caring and respectful relationships • Celebrating differences in appearance, personality, abilities, choices, beliefs. • Celebrating the joy of diversity and the positive impact of differences.
	Autumn 2	<ul style="list-style-type: none"> • Keeping safe • Who do I trust? How families protect and care for us. Helpful friendships • Who should I go to for help or advice • Strangers and online relationships • Trustworthiness of others and am I trustworthy • The purpose and importance of rules • NSPCC Pantosaurus song, saying no! and rights over our bodies • Water Safety

	Spring 1	<ul style="list-style-type: none"> • Being Healthy • Physical health, the purpose and importance of exercise and sleep • Healthy eating, the importance of a balanced diet • Feeling well • Things that might stop us from being healthy including balancing screen time and interactions with others and exercise.
	Spring 2	<ul style="list-style-type: none"> • Rights and Responsibilities • What are the UNICEF rights for children • Creating a class charter • What are responsibilities • Helping each other and celebrating people and projects that help others.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer 1	<ul style="list-style-type: none"> • Relationships • Is it fair? • Boundaries in relationships • Kindness and truthfulness • Telling – we are a telling school • Making a contribution and the value of teamwork

	Summer 2	<ul style="list-style-type: none"> • Feeling and Emotions • What is mental well being • What makes us feel calm, happy, relaxed. • Learning about our range of emotions • Talking about emotions, learning vocabulary to express different emotions • Who to talk to about the way we feel • The things (situations and people including online influences) that affect how we feel. • How do we recognise how we are feeling and strategies to deal with extremes of emotions.
KS1 Year 2 Of two year cycle	Autumn 1	<ul style="list-style-type: none"> • Going to work • What jobs do people do • Why do people go to work • First aid • Who helps us keep well • First aid, phoning 999, medicines and being safe and well
	Autumn 2	<ul style="list-style-type: none"> • Staying safe • How do we 'stay safe' • What is bullying (including online bullying) • What do we do if we think we are being bullied. Who can we talk to? • Being assertive

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring 1	<ul style="list-style-type: none"> • Friendships • What makes a good friend • How can I be a good friend • What can I do if my friendship isn't working

	Spring 2	<ul style="list-style-type: none"> • Families • What is a family? • The importance of our families • Celebrating the differences in our families ☐ • Can families change? • Who can I talk to if I am sad?
	Summer 1	<ul style="list-style-type: none"> • Our community • How do we look after each other • How do we look after the environment we live in • What is great about the communities we live in • The communities we are part of (school, clubs, temple) • Who and what do we appreciate about these groups • What part do we play (friend, granddaughter, learner) • Looking after and respecting others in our communities <p>☐</p>
YEAR GROUP	TERM	TOPIC/THEME DETAILS

Summer 2

- **How do I feel**
- What makes us feel good or bad
- How does the way I feel affect others
- Who do I talk to about how I am feeling
- Vocabulary and ways to express our feelings
- Ways to recognise, control and change our feelings
- Happy places

This is a summary of what children will be taught by the end of their primary education. Most of these topics will be taught in KS1 in a way that is appropriate to their age and development and extended as they progress through primary school.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships □ • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

<p>Being safe</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
<p>Mental wellbeing</p>	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms	<ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• why social media, some computer games and online gaming, for example, are age restricted.• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.• where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none">• the characteristics and mental and physical benefits of an active lifestyle.• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.• the risks associated with an inactive lifestyle (including obesity).• how and when to seek support including which adults to speak to in school if they are worried about their health.•

Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries

**Changing
adolescent
body**

KS2

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.
-