



## Telford Infant School

### LOVING LEARNING

**Every child to be an inquisitive, resilient and successful learner who is eager for their next challenge.**

## **Personal, Social, Health Education Policy including Relationships and Health Education**

<b>Manager:</b>	PSHE Subject Leader
<b>Date of latest update:</b>	March 2024
<b>Date of next review:</b>	March 2025

*This Policy is available for Staff and Governors on One Drive and is published on our school website.*

This policy will be reviewed annually in line with the school's policy review program, or before, if the need arises due to developments. The PSHE Subject leader is responsible for reporting to the Governing Board about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

### **PSHE at Telford Infant School**

At Telford Infant School our PSHE curriculum aims to help children to understand, explore and respect their own and others' feelings, ensuring children appreciate, respect and celebrate that we are all unique. Children are encouraged to reflect creatively and imaginatively on their surrounding world, making informed choices about their health and wellbeing.

Our whole school Thrive approach helps children and young people feel safe, supported and ready to learn fostering positive relationships and placing the child's emotional wellbeing at the forefront. Through experiential learning and discussion, they are taught to recognise a safe choice, investigate moral issues and offer reasoned views.

Children's oracy and social skills are developed so they can resolve conflict, respect and follow rules in order to be a part of their wider community.

Through Protective Behaviours children learn to respect themselves as an individual and to understand the importance of feeling safe. PSHE aims to develop children's moral, spiritual and cultural understanding as they become successful and happy young people who make a meaningful contribution to society.

### **Vision:**

# **TELFORD INFANT SCHOOL** **LOVING LEARNING**

**Every child to be an inquisitive, resilient and successful learner  
who is eager for their next challenge.**

### **Our values and principles**

We put the children at the heart of absolutely everything we do.

1. We provide exciting, experiential, memorable learning with a strong focus on oracy, which is inspired by our passionate and innovative team.
2. We nurture and celebrate the whole child as an individual.
3. We provide a warm, welcoming, safe environment for all.
4. We have very high expectations of behaviour.
5. We support the professional development of all our staff who work in a strong team and who support, value and respect each other.
6. We value our strong and supportive school community.
7. We truly believe that success is achievable for all.

### **OUR STRATEGIC INTENT**

At Telford Infant School we believe that every child should enjoy their learning journey and develop a love for learning that will last a life time. Through nurture and guidance,

we ensure that all children begin their school life curious and engaged in the world around them and leave us as confident and resilient learners.

Learning comes first at Telford Infant School. Our rich curriculum, driven by oracy and experiential learning, creates memorable experiences which allow children to deepen their skills. Our learning culture enables children to understand how they learn and develops their resilience. Learning takes place indoors and outside. All staff have high expectations for every child to be successful and constantly reflect on their own professional development to achieve this.

Telford Infants is a community, where everyone's views and background are respected and where the children are at the heart of everything we do. We celebrate and foster the uniqueness of every single child and watch them flourish in a safe, happy environment where curiosity is encouraged and mistakes help us learn. Links with the school community are strong and supportive. Behaviour in and around school is exemplary and children are caring towards each other and their community.

You walk into our school and can see, hear and feel everyone **LOVING LEARNING!**

## Planning PSHE

PSHE is taught to ALL children regardless of their age or ability. KS1 follow a bespoke curriculum with weekly lessons and in addition use opportunities to reflect individual class needs reactively across EYFS and KS1. Others such as 'Protective Behaviours' are taught discretely in the Autumn term. The RSE curriculum is also embedded within this.

In addition 'Buddy Classes' regularly meet up for learning opportunities across the school.

- School Councilors from each class meet weekly to discuss school matters.
- 'Newsround' is shared daily in Year 2.
- Picture News is shared in EYFS and Year 1.

## Resources

The school audits its resources and ensures that available materials reflect the diversity in PSHE and our commitment to equal opportunities. The following table highlights the specific areas covered within each year group.

	Autumn	Spring	Summer
<b>Reception</b>	<p>The PSHE curriculum in Reception is largely covered in the following areas: Personal, Emotional and Social Development and Health and Self Care. Children in Reception develop skills that form a crucial foundation for later teaching of PSHE/Relationships at KS1. Both curriculums complement each other, providing opportunities for progression throughout the school.</p> <p>In the Autumn term children are taught Protective Behaviours which explores how we keep safe which includes;</p> <ul style="list-style-type: none"> <li>• Understanding our feelings.</li> <li>• Understanding secrets and surprises</li> <li>• Understanding our early warning signs and scary body feelings.</li> <li>• The correct names for the different body parts</li> <li>• Who helps keep us safe and asking for help.</li> </ul> <p>During the Year Reception are also taught about ICT and Road safety.</p>		
<b>Year 1</b>	<p>How do we decide to behave? How do we keep safe? (Includes Protective Behaviours)</p>	<p>Understanding the wider environment. Growing up and change</p>	<p>What makes us special? How can we be healthy?</p>
<b>Year 2</b>	<p>How do we decide to behave? How do we keep safe? (Includes Protective Behaviours)</p>	<p>How can we be healthy? Growing up and change.</p>	<p>What makes us special? Understanding the wider environment.</p>

The school library has a wide range of PSHE books to support teaching across the eight themes and other sensitive issues.

The PSHE Leader has created a file of resources to support learning across the curriculum.

## Assessment

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning, teachers keep a record of children's achievements through observations which are uploaded onto Tapestry (an online learning journal).

In KS1, class teachers make use of ongoing observations and PSHE lessons to assess children's progress. Our comprehensive PSHE program (which also includes RSE) is facilitated and planned by the class teacher and delivered in a child friendly manner which is appropriate and tailored towards the needs of the class. Some sessions may be taught weekly but ,where possible, we will strive to find cross- curricular links with other subject areas such as Science, PE and Religious Education. At all times we will ensure that the curriculum fits in with the aims and ethos of Telford Infant School.

Children will be encouraged to :-

- Explore and respect the different feelings and values of oneself and others and are encouraged to reflect creatively and imaginatively on their surrounding world.
- Recognise a 'safe choice', understand consequences and investigate moral issues offering reasoned views.
- Use a range of social skills to resolve conflict and engage with 'British Values' as well as to appreciate, respect and celebrate that we are all unique.
- Recognise their Early Warning Signs and understand the importance of feeling 'safe'.
- Make informed choices about their health and well-being.

## British Values

At Telford Infant School we ensure that the fundamental British values are strongly embedded and promoted through our whole school reactive approach to PSHE, our development of SMSC and through everyday aspects of school life.

At the heart of our British Values teaching, is our 'child friendly' British Values statement. This encompasses the five main areas which underpin much of our PSHE learning

These are:

- Making decisions together (Democracy)
- Understanding that rules matter (The rule of law)
- Freedom for all (Individual liberty)
- Mutual respect
- Treat others as you wish to be treated

## Protective Behaviours

Embedded in our PSHE and RSE teaching is our Taking Care Protective Behaviours programme. This is a safety awareness and resilience building programme which helps children and adults to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened; and explores practical ways to keep safe.

The main themes are reinforced are:

- **Our Feelings**
- **Body Awareness and the correct names for body parts**
- **Early Warning Signs and Scary Body Feelings**
- **Telling and Secrets**

At Telford Infant School we are committed to the safeguarding and wellbeing of all our school community.

## Relationships and Sex Education ( RSE)

At Telford Infant School our relationships education (RSE) focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'As part of the statutory Sex and Relationship Education Guidance (DfE September 2020)

### **Roles and Responsibilities**

#### **The governing board is responsible for:**

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

#### **The PSHE subject lead is responsible for RSE as below:**

- Monitoring the quality of teaching and learning for the subjects
- Overseeing the delivery of the themes
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the RSE and Health curriculum
- Ensuring the RSE and Health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the RSE and Health curriculum complements the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the SLT.

**Class teachers are responsible for:**

- Delivering a high-quality and age-appropriate RSE and Health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to RSE
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCo to identify and respond to individual needs of pupils with SEND.

**Delivery of the Curriculum**

The RSE curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The school has created a bespoke curriculum that is appropriate for the age and developmental stages of pupils, embedded within the PSHE curriculum. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The RSE curriculum is taught alongside the Taking Care Protective Behaviours Programme. It is also covered in the Science, Religious Education, Computing and the PE curriculum.

**Consultation with Parents**

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents. Parents are provided via our website with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the RSE curriculum including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

## **Withdrawing from the Curriculum**

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

### **Our aims, objectives and desired outcomes of the RSE curriculum**

- Enable children to respect themselves, others and their own and others' bodies.
- Develop trust, openness and open-mindedness in children and enable them to challenge stereotypes.
- Develop skills that will enable children to participate in the community and social groups
- Encourage children to take responsibility for themselves, their personal safety and the safety of others. Including when using the internet and ICT.
- Enable children to make informed choices.
- Ensure that children have the vocabulary to talk about their feelings, emotions and their bodies so they can stay safe.
- Ensure that children feel comfortable talking about and asking questions about their bodies, feelings and emotions in the knowledge they will be respected.
- Enable children to have respect for their own and others' culture, beliefs, abilities, gender and race.
- Develop knowledge and understanding of their own bodies and how they change.

## **Being Healthy**

At Telford Infant School we strongly believe that 'a healthy body means a healthy mind' and therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals everyday
- Promoting walk to school week and activity day
- Offering a range of active after-school clubs, such as tennis and football.
- Offering the opportunity for children to attend Bayleaf cookery club afterschool.
- Providing fresh fruit daily and free milk for children under five

## **Thrive**

At Telford Infant School, we embrace the Thrive approach to improve and support children's personal development, their mental health and ultimately ensuring they are ready to learn.

The Thrive approach

- supports their emotional and social development
- helps our children to feel happy and secure
- helps children to enjoy friendships
- supports children relating to each other
- helps our children be ready to learn



We use these relationships, together with play and creative activities, to give children key experiences at each different stage of development. Thrive supports children in becoming more self-assured, capable and adaptable.

Class teachers and Thrive licensed practitioners work together to carry out a detailed assessment of classes and individuals emotional needs. They then put together carefully differentiated action plans of strategies and activities that aim to address both class and individual needs. Assessments are systematically reviewed and amended as necessary to support right time development. When necessary parents are supported with home action plans to support their child outside of the school environment.

## Diversity and SEND

We acknowledge that children have an entitlement to equal and fair opportunities in all areas of school life, including access to resources and extra-curricular activities, irrespective of gender, age, race, colour, ability, disability or religious belief. Our reactive PSHE approach and commitment to British Values allows for many opportunities for us to teach and learn about diversity and difference, to challenge stereotypes and bias and the need for respect, tolerance and inclusion.

We acknowledge that at some point in every child's life there may be a need for additional assistance and support to deal with educational difficulties. This policy reflects and influences our Special Needs Policy in its Aims and Objectives. All staff have a responsibility to identify and support any children in need to enable them to participate fully in every aspect of school life. The SENCO advises staff who are dealing with children with more severe learning difficulties and those with specific personal and social concerns. Specialist support is requested when necessary, and parents are fully informed and involved.

***The SEND Policy contains more detailed information on internal and external processes and should be read in conjunction with this subject policy.***

## Monitoring and Evaluation

The PSHE Leader is responsible for monitoring the standard of children's work and the quality of teaching. This is done through lesson observations, book trawls, pupil voice and evaluation of assessments.