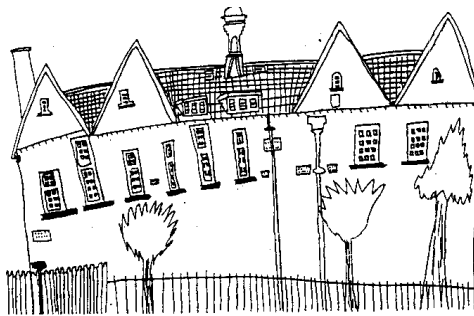


# **Letchmore Infants' And Nursery School**

## **Personal, Social, Health and Relationships Education (PSHRE) Policy**



**September 2024**

**Review Date - September 2026**

## Introduction:

The Department for Education (DfE) states that all primary schools must deliver Relationships Education and all young people should be taught to stay safe and be prepared for modern life in Britain. Pupils are expected to have the necessary knowledge and skills to build healthy relationships, to keep themselves safe and become successful adults. Schools should effectively address issues such as internet safety and unhealthy relationships and ensure pupils are taught in an age-appropriate way about respectful and healthy relationships, including friendship and family relationships.

Parents and carers are the first teachers of their children and have the most significant influence in enabling them to grow and mature, and to form healthy relationships. At Letchmore Infants' and Nursery school we aim to work in partnership with our parents to further develop the knowledge, skills and wellbeing of our pupils. In our school, Personal, Social, Health and Relationships Education (PSHRE) is accessible for all pupils. Our high quality teaching is differentiated and personalised to ensure all pupils can access the curriculum and is underpinned by the Equality Act 2010. This policy covers our school's approach to the teaching of PSHRE and has been written in response to the National Curriculum 2014 and the DfE statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, 2019. The policy has been written following liaison with staff, pupils, parents and Governors.

Documents that inform this policy also include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping Children Safe in Education (2019)
- Statutory Safeguarding Guidance (2016)
- Children and Social Work Act (2017)

The implementation of this policy is the responsibility of all staff. PSHRE will be taught by trained staff who know the pupils well, know the requirements of the National Curriculum and the statutory requirements for Relationships and Health Education. The PSHRE lead teacher will ensure staff knowledge and training is updated regularly as appropriate. Teachers will establish a safe learning environment in which pupils feel safe and confident to learn, talk and ask questions.

The lead teachers for PSHRE in school are Michaela Benson and Paige Hewett.

## **Intent:**

At Letchmore Infants' & Nursey School we aim to:

- Support our pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life and the next stage of their education.
- Help our pupils build their confidence, resilience and self-esteem to keep themselves safe and be prepared for modern life in Britain and support them to be active citizens
- Support our pupils to develop empathy, an understanding of themselves, and the ability to work with others in order to help them form and maintain good and healthy relationships
- Help our pupils to understand the need to value and respect difference
- Encourage our pupils to ask questions and challenge injustice
- Provide a nurturing learning environment in which pupils are encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded.

## **Implementation and Curriculum Design:**

Through the teaching of a broad, balanced and engaging curriculum every pupil will be encouraged and supported to become a successful learner, a confident and responsible individual and to make a positive contribution to our school community and society.

As a school we have set out 6 Principles for the teaching of High Quality PSHRE. These are as follows:

1. Work in partnership with parents and carers, informing them about what the pupils will be learning and how they can contribute at home
2. Start from where the pupils are and build upon their prior learning
3. Deliver lessons in which pupils feel safe to contribute and participate with opportunities to develop critical thinking and relationship skills
4. Give pupils opportunities to reflect on values and influences which may shape their attitudes to relationships and nurture respect for different views
5. Provide opportunities for pupils to make real decisions, ask questions and challenge
6. Provide information which is realistic and relevant and reinforces social norms

Taking into consideration these principles for teaching, the school's safeguarding policy and our whole school ethos, and using the PSHE Association's Programme of Study and Programme Builders, we have designed a PSHRE Curriculum Journey which outlines provision for all pupils in our school from Nursery to Year 2. This should be read in conjunction with this policy and both are available upon request and are published on our website (<https://www.letchmore.herts.sch.uk/topic/curriculum>).

The planned curriculum aims to:

- foster pupils' respect for themselves and others
- promote equality and difference
- educate about positive relationships
- support pupils to understand how their actions can impact upon their health, wellbeing and safety.

Planning will also draw on some resources from Think U Know as appropriate. The pupils will explore topics within three themes, in a spiral curriculum: Relationships, Living in the Wider World and Health and Wellbeing. A spiral curriculum revisits topics each year, building upon and enhancing previous knowledge.

The key topics of PSHRE will include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs (as in medicines and how they help people to stay healthy)
- Health and prevention including dental hygiene
- Basic first aid
- Learning the correct terminology for body parts

Class timetables will provide an average of half an hour per week for the discrete teaching of PSHRE and themes are embedded throughout Continuous Provision and during Collective Worship. However, it is expected that the aims of this policy will permeate the whole school curriculum and aspects of the subject will be covered within cross-curricular topics and extra-curricular activities. For example, on-line safety will be covered within computing lessons, the human body and reproduction will be covered in science lessons, and in PE, the pupils will learn about the importance of physical activity and the positive impact it can have upon our wellbeing.

Pupils will be taught in classes, smaller groups, individually or in larger groups, such as year or whole school groups. Some topics may also be covered incidentally as issues arise in the normal course of events. As such, our curriculum is flexible and allows us to respond to any local or national issues or events that may occur. When planning lessons, staff seek feedback from pupils and listen to what they have to say about their learning experiences. We also welcome feedback from our parents.

PSHRE will be taught as set out below alongside our school values (Let's Inspire) and British values:

When teaching PSHRE in school, a variety of formal and informal teaching approaches will be used, which may include:

- knowledge given by the teacher/support staff
- questions and answers
- use of games and other Circle Time activities
- role play, drama and stories
- creative activities
- sports and team activities
- visits out of school
- sharing of pupil's and teachers' personal experiences
- use of ICT
- theatre visits and other arts events
- whole school or year group assemblies
- informal discussion and through incidental extra curricular contact between adults and pupils

We may also, sometimes, invite visitors into school to support the delivery of our PSHRE curriculum (e.g. school nurses, police, fire, ambulance personnel). The PSHRE lead will liaise with the visitors before the sessions to ensure the content is suitable for all pupils and the delivery is age appropriate.

The class teachers will monitor and evaluate pupil's progress and attainment in PSHRE from the start to the end of each topic covered. For example, they may begin by asking the pupils what they know before teaching a topic and compare that to what they know at the end. The assessment will be used to inform future planning in order to further develop knowledge and skills, and to address any specific gaps or needs identified. If any pupils are identified as requiring additional emotional or social support, the class teacher or our pastoral team will offer targeted teaching and interventions aimed at their specific needs.

## **Relationships Education**

The purpose of relationships education is to educate pupils in an age-appropriate way about relationships and diversity in the world they live in. As an infant school, **Relationships Education** will focus on families and friendships, safe relationships and respecting ourselves and others, helping pupils to acquire and develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking. It is important that pupils understand that there are rules and laws in place that are there to protect them. We talk about such rules and laws in terms of what makes good healthy relationships.

The core values underpinning relationships education are;

- The importance of stable, loving relationships
- Respect for all
- Rights, responsibilities and the law
- Equality
- Acceptance of diversity
- Kindness
- Generosity
- Honesty

Family diversity will be represented and respected as it is important that pupils know that different families and individuals exist and are respected under the law. Teaching in this area will promote equality and respect and will be fully integrated across the curriculum, rather than taught in stand-alone lessons. Families are characterised by love and care, even though this may be expressed through different traditions and values. Learning about families will be inclusive and pupils must be confident and feel safe to speak about who they live with and who cares for them. The curriculum enables pupils to understand the importance of a stable, secure and loving environment for family life and will include a range of different family types that can provide this. Teaching will therefore represent the full range of committed and mutually supportive stable relationships in our society. The range of families represented will include single parent families, step families, same - sex parents, grandparents as parents, adoptive families and more.

**Parents / carers are not able to withdraw their child from any part of Relationships Education.**

## **Sex Education**

As an infant school, none of our relationships education involves the teaching of sex. Our lessons that teach pupils about their body-parts and how their bodies change are part of the health curriculum and are an essential part of our wider safeguarding curriculum. In science, children learn that animals, including humans, have offspring that grow into adults. In preparation for the sex education they will have in later years, they are introduced to the concept of reproduction and growth, but not how reproduction occurs.

At all times the vocabulary used and the information given will be appropriate to the age and maturity of the pupils being taught. Pupils may occasionally ask questions pertaining to sex or sexuality which go beyond what is set out in our curriculum, particularly if they have older siblings who are learning different aspects of Sex and Relationships Education or they have seen, or heard, something on the internet or television. These questions will be handled individually, sensitively and age-appropriately and, where appropriate, the class teachers will discuss them, in more detail, with the pupil's parents.

**Parents and carers** are integral in helping to keep children safe and supporting them to thrive. Our Curriculum Journey will inform parents what is being taught in all year groups each term so they are able to support learning at home before or after lessons, giving families the opportunities to talk about their own values, experiences and perspectives.

**Parents / carers are not be able to withdraw their child from any part of the health or science curriculums.**

## **Equal Opportunities and Inclusion**

Activities will be planned to ensure the participation of all pupils with due regard to disability, gender reassignment, race and ethnicity, religion or belief, sex and sexual orientation. Class teachers will make adaptations to the curriculum appropriate to the needs of individual pupils. Learning activities and outcomes will be differentiated to ensure all pupils are able to participate fully and make progress. Resources will be adapted as appropriate to ensure all pupils can access all aspects of learning. Adaptations may include: use of visual and concrete resources, use of a whiteboard for recording, pre-teaching key vocabulary and concepts, assessment of understanding and progress through discussion and role play rather than through what a child has recorded. This list is not exhaustive and class teachers will work in collaboration with the child, parents / carers, SENCo, LSAs and external professionals to understand and respond to the children's individual needs.

## **Links to other policies**

This policy is closely linked to and supplemented by the following school policies:

Child Protection

Safeguarding

Positive Behaviour

Confidentiality

## **Glossary:**

DFE: Department for education

ICT: Information, Communication technology

LSA: Learning Support assistant

PSHRE: Personal, Social, Health and Relationships Education

SENCo: Special Educational Needs Coordinator

SRE: Sex and Relationships Education