



Chestnut Lane School

Personal, Social, Health and Economic Education Policy including, Relationships, Sex and Health Education

Aims of this Policy

The aims of this policy are to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Personal, Social, Health and Economic (PSHE) Education, including the statutory Relationships and Health Education (RHE) for primary schools.
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils.
- Outline the legal requirements of the Relationships Education, Sex Education and Health Education (RSHE) curriculum from September 2020.
- Demonstrate how the school meets legal requirements with regards to teaching RHE.
- Outline the curriculum intent, showing the progression from Early Years Foundations Stage (EYFS) to the end of Key Stage 1 (KS1) and the way this is implemented throughout the school.

PSHE stands for 'personal, social, health and economic' education.

In partnership with parents, schools have a vital role in preparing children and young people to negotiate the challenges and opportunities of an increasingly complex world. Personal, social, health and economic (PSHE) education is the school subject that deals with real life issues affecting our children, families and communities. It's concerned with the social, health and economic realities of their lives, experiences and attitudes. It supports pupils to be healthy (mentally and physically); safe (online and offline) and equipped to thrive in their relationships and careers.

The teaching of PSHE is not statutory.

RSHE stands for 'relationships, sex and health' education.

In September 2020, the Government made RSHE a statutory element of the National Curriculum. It covers much of the learning already taking place at Chestnut Lane School during PSHE.

Staff and pupils at Chestnut Lane School have respectful and trusting relationships with each other, which we feel promotes effective Relationships and Health Education within our schools.

As a staff we agree that RSHE is:

“Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a life-long partnership for family life, stable and loving relationships, respect, love and care.” DfE 2000

At Chestnut Lane School, we believe in the importance of fostering a child's emotional wellbeing. A happy, secure child is one who will strive to achieve in all areas. As an infant

school, we teach the relationships and health elements of this curriculum. This is taught through PSHE lessons and a range of cross-curricular opportunities are offered.

Benefits of teaching PSHE

PSHE education has many benefits to children's academic, social and emotional development.

Teaching PSHE:

- Contributes to physical and mental health and wellbeing, encouraging individual responsibility for health.
- Contributes to the safety and protection of our children and young people, from staying safe online to understanding risks associated with drugs and alcohol.
- Promotes independence, resilience and responsibility — preparing children and young people for future roles as parents, employees and leaders.
- Supports employability by developing the personal and social skills demanded by commerce and industry.
- Supports pupils to be critical consumers of information, and develops the skills to identify misleading news or views on social media and elsewhere.

Legal Requirements

At Chestnut Lane school we teach the statutory Relationships Education and Health Education objectives for primary schools through our PSHE curriculum.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

We follow the DfE guidance for teaching PSHE (updated June 2019).

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Sex Education

Primary schools are not mandated to provide sex education and, as an Infant school, we do not offer this as part of our PSHE curriculum. However, certain elements (such as naming parts of the body) are covered within our science curriculum. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Sex Education policy.

Personal, Social Health and Economic Education (PSHE) across the curriculum

In an Infant school, many subjects contain PSHE. We teach in a cross-curricular way and use other subjects to discuss PSHE issues. PSHE is the common thread which runs through school life. We are constantly encouraging pupils to be sensitive to others, to respect other cultures and traditions, and to be kind to other pupils. Class rules/ charters are devised by pupils and displayed in each classroom.

Teachers assess PSHE through circle time, discussions, observations, pictorial and written work. They refer to the objectives set in the National Curriculum, those set by the PSHE Association and the EYFS Framework. They report back to parents in the end of year curriculum report, with pastoral comments shared termly. Planning is monitored by the Headteacher and the subject leader. Governors monitor PSHE through the Teaching & Learning committee and the PSHE Governor. Pupils and parents give feedback via ongoing and open discussions, comments within Communication Books and Learning Logs and surveys.

Relationships and Health Education at Chestnut Lane

The aims of Relationships and Health Education (RHE) at Chestnut Lane School are to provide a framework in which sensitive discussions can take place; give children an understanding of physical development and the importance of health and hygiene; help pupils develop feelings of self-respect, confidence and empathy; create a positive culture around issues of sexuality and relationships; and teach pupils the correct vocabulary to describe themselves and their bodies.

Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age appropriate level. Providing a high quality RHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

In our teaching, we will provide opportunities for pupils to:

- Become familiar with their own feelings and emotions and gain a deeper understanding of how to control them.
- Understand what makes for good relationships with others.
- Have respect for others and themselves.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Discuss and question the world around them.

Policy Development

Due to the nature of potential curriculum content, this policy has been developed and reviewed in consultation with staff, pupils and parents in a fair and robust way. The consultation and policy development process involved the following steps:

- Review – a group of staff, led by the subject leader pulled together all relevant information including relevant national and local guidance;
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
- Parent/stakeholder consultation – parents were given the opportunity to look at the policy and make recommendations;
- Ratification – once amendments were made, the policy was shared with governors and ratified.

Working with Parents and Carers

The government guidance on Relationships and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/ carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as science, geography, history, Religious Education (RE), and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships and Health Education. We aim to provide good communication and opportunities for parents to understand and ask questions about the school's approach, to help increase confidence in the curriculum.

Parents do not have the right to withdraw their children from RHE. But if they have any concerns, are welcome to discuss them with their class teacher or the Headteacher.

Delivery of the Curriculum

End of primary education expectations and curriculum content are given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum.

RHE is taught within the PSHE education curriculum in our school. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The Curriculum Progression throughout EYFS to end of KS1 can be found as Appendix 1 at the end of this policy.

Managing difficult questions

Primary-age pupils may ask their teachers or other adults questions which go beyond what is set out for Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Our teaching methods will take account of these differences. Most questions will be relevant to what the teacher has explained, and generally questions should be welcomed. Pupils should not feel penalised or censored for asking sensible or relevant questions. We will consider what is appropriate and inappropriate in a whole-class setting, and discussions on a one-to-one basis or in small groups will be used where necessary. Strategies will include offering a word outside the lesson, referring to a more senior member of staff, offering a simple 'holding' answer and mentioning the question to parents at the end of the day.

Teachers should of course be mindful that a question may occasionally raise a possible safeguarding concern, and the school's safeguarding process should be followed in such cases.

Accessibility

At Chestnut Lane School all lessons are differentiated, to allow every child to participate at the appropriate level. Many PSHE lessons involve circle time, discussion, role play and the use of creative skills including expressing feelings through art/ drawing. All pupils can be involved in these activities. Their home background is taken into consideration. We always plan for equal opportunities and consider cultural, ethnic and gender issues.

Roles and Responsibilities

The Governing body:

The Governing body will approve the PSHE & RSHE policy, and hold the Headteacher to account for its implementation.

The Headteacher and Subject Leader:

The Headteacher and subject leader are responsible for ensuring that PSHE & RHE is taught consistently across the school, and for managing discussions with parents raising questions about the teaching of RHE.

Teaching and Teaching Support Staff:

Staff are responsible for delivering RHE in a sensitive way, modelling positive attitudes to RHE, monitoring children's progress, responding to the needs of individual pupils, and responding appropriately to pupils whose parents wish them to be withdrawn from the Sex Education components of RSHE (not applicable to Chestnut Lane School).

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

Pupils:

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity. Where children may be less mature than the general cohort in their class, the class teacher will use their judgement to decide what information is relevant to support an individual. Where these adaptations take place, teachers must include this information in a handover to the next teacher to ensure full coverage of the National Curriculum is taking place.

Links with other Policies

RSHE has links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy;
- Behaviour Policy;
- E-Safety and ICT code of conduct
- Confidentiality Policy;
- Equalities and Cohesion Policy
- Health and Safety Policy;
- Teaching, Learning and Curriculum Policy;
- Child Protection Policy;
- Special Educational Needs and Disability (SEND) Policy and SEN Annual Report.

Policy Review Date: January 2022

Chestnut Lane Relationships and Health Education – Curriculum Progression



Non-Statutory objectives - *Blue font*

Covered within Science – *Highlighted Orange*

Covered within Computing – *Highlighted Blue*

Covered within RE – *Highlighted Green*

Covered within Assemblies - *Highlighted Yellow*

Relationships

	EYs	Year 1	Year 2
Families and people who care for me	<ul style="list-style-type: none"> • Looking at our own families using age appropriate texts. • Characteristics of a healthy family. • Other people’s families. • Use of the home corner to think about happy families. 	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love. • Characteristics of healthy family life and the importance of spending time together. • Knowing that other families look different to our own. • Stable, caring relationships are at the heart of happy families and are important for children’s security. • To identify their special people (family, friends, carers), what makes them special and how 	<ul style="list-style-type: none"> • That families are important for children growing up because they can give security and stability. • Characteristics of healthy family life, commitment to each other, including in times of difficulty, protecting and caring for children and other family members. • Respecting the differences between other families and knowing that all families are characterised by love and care. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

		<p>special people should care for one another.</p>	<ul style="list-style-type: none"> • How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
<p>Caring Friendships</p>	<ul style="list-style-type: none"> • What is a kind friend? • Kind/unkind things to say • Who are our friends? • Characteristics of friendship including being truthful and sharing interests and experiences. • Know that healthy friendships are positive and welcoming. • Knowing that resorting to violence when upset is never right. 	<ul style="list-style-type: none"> • Know how important friendships are in making us feel happy and secure and how make friends. • Characteristics of friendship including being trustworthy, trusting others and supporting friends with problems and difficulties. • Know that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. • Know that most friendships have ups and downs and resorting to violence is never right. • How to recognise who to trust and who not to trust. • Know when a friendship is making them unhappy or uncomfortable. • To recognise that their behaviour can affect other people. • To recognise what is fair and unfair, kind and unkind, right and wrong. 	<ul style="list-style-type: none"> • Know how important choosing appropriate friendships are in making us feel happy and secure. • Characteristics of friendship including being loyal and generous and supporting friends with problems and difficulties. • Know how to recognise a healthy friendship and one that makes others feel lonely or excluded. • Know that ups and downs of friendship can be worked through so that the friendship is repaired or even strengthened. • Know how to deal with conflict, how to manage friendship situations and how to seek help or advice from others if needed.
<p><i>This will also be taught through:</i></p> <ul style="list-style-type: none"> - Friendship week - Social interventions - Playground situations/scenarios (friendship bench etc) - Mutual respect modelled and expected by all adults within the school 			

- <i>Well done assemblies – kindness comments</i>			
Respectful Relationships	<ul style="list-style-type: none"> • Understanding what respect means and how to show respect to others. • Understanding what ‘good manners’ means and looks like. • Looking at who helps us (police, teachers, doctors etc) and the respect we should show them. 	<ul style="list-style-type: none"> • Understand the importance of respecting others even when they are different from them. • Practical steps they can take to improve or support respectful relationships. • Understanding how to show good manners to all. • That they can expect to be treated with respect by others and in turn should show respect to others, including those in positions of authority. • Understand different types of bullying (including cyber-bullying) and how and where to seek help. 	<ul style="list-style-type: none"> • Understand the importance of respecting others even when they make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve respectful relationships. • The importance of self-respect and how this links to their own happiness. • Understanding the lasting impact bullying can have and responsibilities of others to report concerns. • Knowing what a stereotype is and how they can be unfair or negative. • Understand the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p><i>This will also be taught through:</i></p> <ul style="list-style-type: none"> - <i>Friendship week</i> - <i>Assemblies</i> 			
Online Relationships	<ul style="list-style-type: none"> • Understanding the need to keep safe online • Knowing how to keep safe on line and what information to keep private. 	<ul style="list-style-type: none"> • Know that people sometimes behave differently online and could pretend to be someone they’re not. • Understanding how to recognise online risks, harmful content and contact and how to report it. • Understanding how information and data is shared and used online. 	<ul style="list-style-type: none"> • Know that the same principles apply to online relationships as to face to faces ones, including the importance of respect for others online including when we are anonymous. • Understanding how to critically consider their online friendships and the sources of information used online.

			<ul style="list-style-type: none"> • Understand the risks associated with having online relationships with people they've never met.
<p><i>This unit will all be taught during Computing lessons with cross-curricular links to the RHE objectives.</i></p>			
<p>Being Safe</p> <p><i>To be covered in Tuesday Assembly for one half term.</i></p>	<ul style="list-style-type: none"> • Beginning to understand social boundaries within friendships. • Understanding what is meant by the term 'private'. • Understand that their body belongs to them. • Know how to recognise when they're physically not safe and tell an adult. • Know how to ask for help. • Know the need to report concerns about feeling safe. 		<ul style="list-style-type: none"> • To recognise a shared responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. • To recognise different types of teasing and bullying, understanding that they are wrong and unacceptable. • 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, for example family, school or other sources.

Health

	EYs	Year 1	Year 2
Mental Wellbeing	<ul style="list-style-type: none"> • Begin to understand what is meant by mental wellbeing. • Understand their own simple emotions and begin to put words to them (happy, sad, angry). • Begin to talk about their own emotions. • Know how to judge whether what they're feeling is appropriate. • Understand the benefits of physical exercise. 	<ul style="list-style-type: none"> • Know that mental health is a normal part of daily life, in the same way as physical health. • Know that there is a normal range of emotions (happiness, sadness, anger, fear, surprise, nervousness) • Have a growing vocabulary of words to use when talking about their own feelings. • Know how to judge whether what they're feeling and how they're behaving is appropriate. • Understand the benefits of time spent outside. • Understand that loneliness and isolation can affect children and that it's very important for children to discuss their feelings with an adult. • To recognise and celebrate their strengths and set simple but challenging goals. 	<ul style="list-style-type: none"> • Know ways to improve mental and physical health. • Know that there is a scale of emotions and all humans experience at different levels in different situations. • Have a growing vocabulary of words to use when talking about their own and others' feelings. • Know how to judge whether what they're feeling and how they're behaving is appropriate and how to address it if not. • Understand the benefits of community participation, voluntary and service-based activity. • Know where and how to seek support with their own mental wellbeing.
<p><i>This is also covered through:</i></p> <ul style="list-style-type: none"> - <i>Transition talks when moving into new year group/school</i> 			
Internet Safety and Harms	<ul style="list-style-type: none"> • Knowing about the internet and how it can be used safely. 	<ul style="list-style-type: none"> • Know that the internet is an integral part of life and has many benefits. 	<ul style="list-style-type: none"> • Know about the impact of positive or negative content online on their own mental and physical wellbeing (lack of sleep etc).

		<ul style="list-style-type: none"> • Know about the benefits of rationing time spent online or electronic devices. • Recognise how to display respectful behaviour online. • Know that the internet can be a negative place where people are unkind and that this can impact on mental wellbeing. • Know the rules for keeping physically and emotionally safe online. 	<ul style="list-style-type: none"> • Know how to consider the effect of their online actions on others. • Know that (and why) social media and some computer games are age-restricted.
Physical Health and Fitness	<ul style="list-style-type: none"> • Children know the importance for good health of physical exercise and a healthy diet. • Talk about ways to keep healthy and safe. • Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	<ul style="list-style-type: none"> • Know the characteristics and mental and physical benefits of an active lifestyle. • Know the importance of building physical exercise into daily and weekly routines. • The risks associated with having an inactive lifestyle. 	<ul style="list-style-type: none"> • Know what constitutes, and how to maintain, a healthy lifestyle, including the benefits of physical activity, rest, healthy eating and dental health. • How to recognise what they like and dislike, how to make informed choices that improve their physical and emotional health. • To recognise that choices can have good and bad consequences. • Be able to compare the benefits of having an active lifestyle and the impact it has on mental and physical health. • Discuss how they are building physical exercise into their daily and weekly routines. • Know how to seek support if they are concerned about their health or lifestyle.

<p><i>This is also covered through:</i></p> <ul style="list-style-type: none"> - <i>Walk to school initiative</i> - <i>Use of movement breaks (GoNoodle etc)</i> - <i>Range of equipment to use outdoors</i> - <i>Physical Education curriculum</i> 			
<p>Healthy Eating</p>	<ul style="list-style-type: none"> • Children know the importance for good health of physical exercise and a healthy diet. • Sorting food that is healthy and unhealthy. 	<ul style="list-style-type: none"> • Know what constitutes a healthy diet. • Understand the principles of planning and preparing a range of healthy meals. • Know the characteristics of a poor diet. 	<ul style="list-style-type: none"> • Know whether their own diet is healthy. • Understand the principles of planning and preparing a range of healthy meals. • Understand the risks associated with unhealthy eating.
<p><i>This is also covered through:</i></p> <ul style="list-style-type: none"> - <i>Experiences in the Dining Room</i> 			
<p>Drugs, Alcohol and Tobacco</p>			<ul style="list-style-type: none"> • Know the safety around taking medications and that using medications incorrectly could make us feel worse. • Know that household products, including medicines, can be harmful if not used properly.
<p>Health and Prevention</p>	<ul style="list-style-type: none"> • Know the rules for keeping safe; road, cycle, safety in the environment, rail, water and fire safety. (Brought forward from Y1) 	<ul style="list-style-type: none"> • Know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage. • Understand that lack of sleep can affect mood and ability to learn. • Know about dental health and the benefits of good oral hygiene. • Know about personal hygiene and germs. • Understand how germs and viruses spread and treated and to 	<ul style="list-style-type: none"> • Understand the importance of sufficient good quality sleep for good health. • Understand that lack of sleep can affect weight and physical health.

		develop simple skills to help prevent diseases spreading.	
Basic First Aid	<ul style="list-style-type: none"> Know how to call the emergency services if required. 	<ul style="list-style-type: none"> Know what details they'd need to know when making an emergency call. 	<ul style="list-style-type: none"> Know how to make an effective emergency call giving address etc. Know to ask for adult support when a first aid issue arises.
Adolescent Body Changes		<ul style="list-style-type: none"> To know the names of the main parts of the body (including external genitalia) and the bodily similarities between boys and girls 	<ul style="list-style-type: none"> To know about the process of growing from young to old and how people's needs change. To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.

Living in the Wider World

	EYs	Year 1	Year 2
	<ul style="list-style-type: none"> To help construct, and agree to follow, group, class and school rules and to understand how these rules help them. 	<ul style="list-style-type: none"> To help construct, and agree to follow, group, class and school rules and to understand how these rules help them. To be able to take turns, share and understand the need to return things that have been borrowed. That they belong to different groups and communities such as family and school. To know what improves and harms their local, natural environment and develop 	<ul style="list-style-type: none"> To help construct, and agree to follow, group, class and school rules and to understand how these rules help them. To know how they can contribute to the life of the classroom and school. To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others bodies and feelings). To know what improves or harms the global environment and develop or

		strategies and skills needed to care for these.	<p>suggest strategies and skills needed to care for and improve these.</p> <ul style="list-style-type: none">• To know that money comes from different sources and can be used for different purposes including the concepts and spending and saving.• To know about the role that money plays in their lives including how to keep it safe, choices about spending or saving and what influences those choices.
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