



Marlow Church of England Infant School

Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE) policy.

2023

Then God said, "Let us make humankind in our image, in our likeness"

Genesis 1:26

Rationale

At Marlow Church of England Infant School our curriculum vision is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of respect, kindness, perseverance, forgiveness, thankfulness and service guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Our Christian vision encompasses the belief that every individual being created in God's image is therefore is precious and valuable. We believe in treating everybody with respect and dignity because we acknowledge everyone's God given value and unique identity

We aim to achieve this by providing children with the opportunity to work towards achieving their full potential by:

- Embracing the uniqueness of everybody and be inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This is reflected in this policy by:

Article 12 *'Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.'*

Article 29 *'Education must develop every child's personality, talents and abilities to the full.'* and

Article 28 *"Every child has the right to a good quality education."*

Introduction

At Marlow C of E Infant School, we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal, and social development of all children. From 2020 statutory Relationships and Sex Education (RSE) is taught as part of the Personal, Social, Health and Economic (PSHE) curriculum. This is an essential part of a child's education and contributes to their personal development.

Aims of the policy

The aim of this policy is to

- Provide information to staff, parents and carers, governors, and other organisations regarding the organisation, content and implementation of teaching PSHE and RSE.
- Help parents and carers to understand Relationships and Sex Education and support them to work with their child
- Demonstrate how the school meets the legal requirements in regards to teaching children about relationships education.

Definitions

PSHE

Personal, health, social and economic education aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives. It is not statutory in primary schools but the Department for Education deems that is important and necessary.

RSE

Relationship and Sex education in Infant schools is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE aims to give children essential life skills to build positive, respectful and enjoyable relationships with others. RSE also aims to give children the skills to stay safe both on and off line. RSE, within PSHE, helps to explore children's own attitudes and values and develops their self-esteem and confidence to view themselves in a positive way.

Statutory Requirements

The statutory guidance for curriculum content teaching and learning are set out on the Government website a link can be found in Appendix 1, along with the Church of England response document regarding RSE in Appendix 2.

Roles and responsibilities

The PHSE leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in how the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment. They are responsible for ensuring that an overview of the subject is available on the school website. The PSHE leader also has a sound knowledge of the resources which are available within school and ensures that resources are replenished and updated as necessary.

The PHSE leader is responsible for the planning and implementation of any subject specific events which are ran in the school.

Individual teachers are responsible for the day to day planning, delivery and assessment of the PSHE curriculum.

The Headteacher is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Intent

At Marlow Church of England Infant School, the PSHE curriculum aims to support the children to develop their self-esteem and individuality. Through PSHE, we want the children to learn to understand themselves, their emotions and their uniqueness.

When our pupils move onto to Year 3, PSHE will have helped them to identify the impact they have on others and the world around them and their place in society. They will have learned how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.

The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

Relationships education and RSE must give pupils understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds"

(Church of England Education Response)

Implementation

Marlow C of E Infant School seeks to provide a safe, secure learning environment for PSHE that enables children to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.

At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

We use Kapow Primary as our main resource for delivering PSHE and RSE lessons. This works alongside MindUp which takes children in all year groups through a sequence of learning that builds self-awareness (ME), awareness and understanding of others (WE) and how to apply this to the wider community (OTHERS).

Kapow Primary and MindUp nurture social awareness through practising perspective-taking and learning to think with an 'open mind', developing the ability to empathise with others, including those from backgrounds and cultures different from their own.

At Marlow C of E Infant School, we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers consider the children's age, ability and readiness.

PHSE will be provided through discreet curriculum time, cross curricular where appropriate, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. These include mental health awareness week, safer internet day and walk to school week. We respect pupils' unique starting points by providing learning that is suitable to their level, considering their age, maturity and how emotionally secure they are.

Reception

In Reception, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning. In reception children will learn how to make and build relationships, build self-confidence and self-awareness and manage feelings and behaviour. Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the five core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum. An overview of what is taught in reception can be found in Appendix 3.

Key Stage 1

Within Key Stage 1, PSHE lessons are often more structured and follow the scheme of work from Kapow Primary. This follows the five core themes which have been adapted specifically to meet the needs of the children at Marlow C of E Infant School. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy. An overview of what is taught in KS1 can be found in Appendix 4.

Special education needs

Relationships Education and RSE must be accessible for all children. Teaching will be differentiated and personalised to ensure accessibility. As part of our SEND duty 'preparing for adulthood' outcomes, we take extra care to ensure that this essential area is supported by our PSHE and Relationship Education. Where needed, we will always tailor content and teaching to meet the specific needs of pupils should and ensure that teaching is sensitive, **age-appropriate**, and appropriate to development.

Assessment and monitoring

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school. For all children within Marlow C of E we have clear expectations of what the pupils will know and understand at the end of each year. This can be found in appendix 5.

Impact

- PSHE and RSE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations
- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and offline and are able to make safe choices
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others

Monitoring, Evaluating and Training

- PSHE provision will be monitored and evaluated by the PSHE lead, SLT and governors inline with the monitoring cycle agreed by the school.
- The PSHE policy will be reviewed annually.
- To ensure staff are confident to deliver all aspects of the PSHE and RSE curriculum staff will have access to in school training and support from the subject leader.

Working with parents

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE and RSE policy. Appendices 3 and 4 show an overview of what is being taught by year group across the school.

Parents and carers must understand that there is **no right** to withdraw from the PSHE curriculum which includes statutory Relationships Education and Health Education. We highly recommend all students receive the full PSHE curriculum.

We have an open-door policy for any parents/carers who wish to find out more about our PSHE and RSE provision. We aim to consult with parents, carers and the wider community as part of an ongoing process to ensure we all work together for the greatest benefit of the children. We welcome and encourage parents and carers to make an appointment with their child's class teacher or one of our assistant headteachers to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

Linked policies

Safeguarding

Behaviour policy

Child protection policy

E-safety policy

Safer recruitment policy

Smoking policy

Date reviewed: April 2023

Review date: April 2024

Appendices

Appendix 1 – Statutory guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Appendix 2 – Church of England Response regarding RSE:
<https://www.churchofengland.org/sites/default/files/2018-03/Relationships%20and%20Sex%20Education%20Response.pdf>

Appendix 3 – Reception PSHE and RSE yearly overview

Appendix 4 – PSHE and RSE KS1 yearly overview

Appendix 5 - PSHE & RSE end of year outcomes

Appendix 6 – PHSE & RSE Curriculum progression

Appendix 7 – Useful Websites



PSHE Reception Curriculum Overview

Autumn

Area of Learning	Outcomes
Families and Relationships	<ul style="list-style-type: none"> • Recognising their own uniqueness • Recognising and naming a range of emotions e.g. happy, sad, cross, worried etc • How family and friendships are important in making us feel happy and secure • How people choose and make friends
Health and Wellbeing	<ul style="list-style-type: none"> • Personal hygiene and the importance of handwashing. • regular physical activity • sensible amounts of 'screen time' • healthy eating • having a good sleep routine • toothbrushing • being a safe pedestrian

Spring

Area of Learning	Outcomes
Safety and the Changing Body	<ul style="list-style-type: none"> • Growing up • Recognising who to trust and who not to trust • Who to go to for help • Pants are private
Citizenship	<ul style="list-style-type: none"> • Importance of rules and consequences • The conventions of courtesy and manners • Caring for others • Understanding that there are similarities and differences between people.

Summer

Area of Learning	Outcomes
Economic Wellbeing	<ul style="list-style-type: none"> • Different jobs in school • What I want to be when I grow up • Things I need/ want
Transition	<ul style="list-style-type: none"> • Moving on • What comes next? • Expanding friendships • New environments



PSHE KS1 Curriculum Overview

Term	Autumn		Spring		Summer	
Core Theme	Family and Relationships	Safety and the Changing Body	Health and wellbeing	Citizenship	Economic Wellbeing	Transition
Year 1	Introduction to RSE <ul style="list-style-type: none"> • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendship 	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<u>Responsibility</u> <ul style="list-style-type: none"> • Rules • Caring for others: Animals • The needs of others <u>Community</u> <ul style="list-style-type: none"> • Similar, yet different • Belonging <u>Democracy</u> <ul style="list-style-type: none"> • Democratic decisions 	<u>Money</u> <ul style="list-style-type: none"> • Introduction to money • Looking after money • Banks and building societies • Saving and spending <u>Career and aspirations</u> <ul style="list-style-type: none"> • Jobs in school 	Helping Year 1 pupils with the transition to a new year and the changes that come with it.
Year 2	<ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change 	<ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education 	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health 	<u>Responsibility</u> <ul style="list-style-type: none"> • Rules beyond school • Our school environment • Our local environment <u>Community</u> <ul style="list-style-type: none"> • Job roles in our local community • Similar yet different: My local community <u>Democracy</u> <ul style="list-style-type: none"> • School Council • Giving my opinion 	<u>Money</u> <ul style="list-style-type: none"> • Where money comes from • Needs and wants • Wants and needs • Looking after money <u>Career and aspirations</u> <ul style="list-style-type: none"> • Jobs 	Helping Year 2 pupils transition to Year 3, and the changes that may come with this move.



Learning Outcomes Specific to PSHE End of Reception and Key Stage 1

<p>By the end of Reception most pupils should be able to:</p>	<ul style="list-style-type: none"> • Talk about what makes a family (<i>people and communities</i>) • Understand who the people are in our lives who look after us (<i>people and communities</i>) • Understand the things that make them unique (<i>people and communities / the world</i>) • Recognise that all human beings share many similar characteristics (<i>people and communities</i>) • Understand how to care for a human baby – its basic needs (<i>the world</i>) • Understand what constitutes appropriate behaviour (<i>managing feelings and behaviour</i>) • Demonstrate strategies for saying 'no', how and when to respond like this (<i>managing feelings and behaviour</i>) • Learn how to respect others' feelings (<i>managing feelings and behaviour / making relationships</i>) • Name the external parts of the body using correct terminology (<i>health and self-care</i>) • Understand that the body changes with growth and development (<i>the world</i>)
<p>By the end of Key Stage 1 most pupils should know:</p>	<ul style="list-style-type: none"> • recognise and compare the main external parts of the bodies of humans including agreed names for sexual parts (PSHE and Science) • recognise similarities and differences between themselves and others and treat others with sensitivity – both on and off line • identify and share their feelings with others • consider how their feelings and actions have an impact on other people • recognise safe and unsafe situations – both on and off line • understand that their body belongs to them and certain parts are private • use simple rules for dealing with others when they feel unsure/unsafe and for resisting pressure when they feel uncomfortable or at risk. • demonstrate how they may act in a situation where they feel unsafe • identify and be able to talk with someone they trust • identify a person, or people they may talk to if they feel unsafe or unsure • understand that secrets should not always kept • recognise bullying behaviours and know what to do in a variety of situations • identify what makes a positive relationship • consider that some people will share similar interests, and other people may have different interests/hobbies • make a friend, talk with them and share feelings • know and understand that animals, including humans, grow and reproduce (PSHE and Science) • know and understand that humans and animals can produce offspring and these grow into adults (PSHE and Science) • know and understand basic rules for keeping themselves safe and healthy • understand that germs can spread • know a variety of ways to reduce the spread of germs and infections, including washing hands and using tissues • know and understand the needs of babies and young people • discuss and explain some of the ways in which they are like and different from others that they have some control over their actions and bodies • recognise that not all families are the same • know and understand why families are special for caring and sharing. • discuss why families are special • consider the similarities and differences between people



Curriculum Progression

KS1

Autumn

Strand	Year 1	Year 2
Family and Relationships.	<p><u>Family</u> Understanding that families can include a range of people and how different members of a family are related to each other.</p> <p><u>Friendships</u> Begin to understand the characteristics of positive friendships. Learning that friendships can have problems but that these can be overcome. Exploring friendly behaviours.</p> <p><u>Respectful relationships</u> Learning to recognise how other people show their feelings and how to care for others. Exploring the ability to successfully work with different people. Understanding ways to help others.</p>	<p><u>Family</u> Learning that families can be made up of different people. Understanding that families offer care, love and support.</p> <p><u>Friendships</u> Understanding difficulties in friendships and action that can be taken.</p> <p><u>Respectful relationships.</u> Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations. Developing an understanding of self-respect.</p> <p><u>Change and loss</u> Exploring how loss and change can affect us.</p>
Health and wellbeing.	<p><u>Health and prevention</u> Understanding the importance of hand hygiene. Understanding the risks of sun exposure and how to stay safe in the sun. Developing an understanding of allergies and what to do if someone has an allergic reaction</p> <p><u>Physical health and wellbeing</u> Exploring health related jobs and people who help to keep us healthy Understanding the importance of sleep and positive sleep habits Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p><u>Mental wellbeing</u> Understanding my strengths and qualities. Understanding and describing feelings and emotions.</p>	<p><u>Health and prevention</u> Developing an understanding of how to look after my teeth. Physical health and wellbeing Understanding the importance of exercise and its effect on the body. Understanding when relaxation techniques can be useful and learning breathing exercises to aid relaxation.</p> <p><u>Mental wellbeing</u> Recognising an increasing range of feelings and some strategies for managing different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset.</p>

Spring

Strand	Year 1	Year 2
Safety and the changing body	<p><u>Being safe (including online)</u> Understanding how to respond appropriately to adults in a range of settings. Understanding what to do if I get lost. Exploring potential hazards in the home and how to avoid these. Understanding the roles people have within the local community to help keep me safe. Developing an understanding of appropriate physical contact</p> <p><u>Drugs, alcohol and tobacco</u> Exploring what is and isn't safe to put in or on my body.</p> <p><u>Basic first aid</u> Understanding what classes as an emergency and how to make a call to the emergency services.</p>	<p><u>Being safe (including online)</u> Developing an understanding of being safe near roads and learning how to cross roads safely. Understanding the safe use of medicines. Beginning to understand the importance of staying safe online. Understanding the difference between secrets and surprises. Understanding the concept of privacy and naming the private parts of my body.</p> <p><u>Drugs, alcohol and tobacco</u> Learning how to be safe around medicines.</p> <p><u>The changing adolescent bodies</u> Knowing the names of parts of my body.</p>
Citizenship	<p>Understanding rules in school. Recognising why rules are necessary. Understanding the needs of different animals and how to meet these. Understanding the needs of younger children and how this change. Understanding differences between people. Recognising the groups, we belong to.</p>	<p>Understanding rules in the community. Understanding how rules are made. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Understanding the jobs people do to look after the environment in school and the local community. Understanding how democracy works in school through the School Council. Understanding that everyone is unique. Recognising the contribution people make to the local community.</p>

Summer

	Year 1	Year 2
Economic wellbeing	<p>Developing an understanding of the value of money and how to keep it safe. Understanding where money comes from. Developing an understanding of how banks work. Recognising the range of jobs available in school and the skills people need to do these.</p>	<p>Understanding the value of money and where it comes from. Developing an understanding of wants and needs. Recognising that people make choices about how to spend money. Developing an understanding of how to select a bank account. Beginning to understand how people select the job they want to do.</p>
Transition	<p>Recognising own strengths. Understanding that changes can be both positive and negative.</p>	<p>Understanding that change is part of life. Recognising ways to deal with change.</p>

Appendix 7

Useful Websites

Below are useful websites for more information regarding PSHE and RSE.

<https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/pants-parents-guide-online.pdf> NSPCC Pants parents' guide

[BBC education's PSHE](#). List of PSHE websites for 4-11 year old students, including games and activities and resources for teachers and parents.

[Kidsmart](#), learn about the internet and being a SMART surfer; plus lots of good sites for children.

[CBBC's stay safe](#) on line. Test your internet safety knowledge with Hacker, listen to some Stay Safe songs with Helen Skelton, News Kids On the Block and Bobby Lockwood and get some tips from the Horrible Histories gang.

[Safety Net Kids](#), all things to do with keeping safe.

[E-Safety, Tablets and Apps](#), tips and links to child friendly apps.

[Anti-bullying network](#), links to many sites to support anti-bullying.