

Forton Primary School



Personal, Social and Health Education and Relationship Education Policy

Introduction

Personal, Social and Health Education and **Relationship Education** enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self worth, their understanding of what positive relationships are and to embrace the diversity of life.

We acknowledge the essential partnership between school and home in the delivery of this policy.

Aims

Through our approach to Personal, Social and Health Education and **Relationship Education** our aim is to enable children to:

- develop self-confidence and self-esteem, and make informed choices regarding personal, social and health education issues
- develop good relationships with other members of the school and the wider community, displaying tolerance and sensitivity
- meet the needs of all pupils
- provide the children with an education appropriate to the world beyond the classroom

Objectives

Our teaching should progressively develop the pupil's ability to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety and risk issues
- understand what makes for good relationships with others
- have respect for others and a growing awareness of both our common humanity and of diversity and differences
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- be able to make informed decisions about personal, social, physical, moral and cultural issues
- develop financial capability skills for future economic well-being

PSHE and Relationships Education Curriculum Planning

PSHE, Relationships Education and PSED (Early Years Foundation Stage Curriculum- Personal, Social, Emotional Development) lessons are planned for in a variety of ways. The majority of teaching is planned as a discrete lesson. However, in some instances, e.g. Online Safety, it is taught as a discrete subject, through focused day. At other times it is taught through other curriculum areas e.g. when teaching about life cycles in science. We teach a considerable amount of the PSHE , Relationships Education through our science, computing and assemblies.

We also develop PSHE and Relationships Education through activities and whole-school events, e.g. the school council representatives meet regularly to discuss school matters. We offer a residential visit to an outdoor pursuit centre in Key Stage 2, where there is a particular

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focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills. Annually the pupils develop skills and understanding in making good choices and staying healthy through the Life education Van, the whole school trip to Hothersall Lodge and through a range of Forest School activities.

Planning for PHSE and Relationships Education is supported by Coram Education SCARF program and the PSHE Association.

Teaching and learning

The curriculum is approached in a variety of ways, using a range of teaching and learning styles. We place an emphasis on active learning by including the children in circle time, discussions, role play, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. fundraising for charities or the planning of school special events such as an assembly or open day. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Computing is used within PSHE in a variety of ways to enrich and stimulate learning, including using the internet or pupils using power point to present their learning to others. Online safety is a core part of our PSHE curriculum, through Internet Safety Day, Digi Duck, Online Safety Group and parent workshops.

Assessment and recording

Teachers assess the children's work in PSHE and **Relationships Education** both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objective. We have clear expectations of what the pupils will know, understand and be able to do at the end of EYFS and each key stage. We report these achievements to parents each year in the end of year report.

We encourage our pupils to let the school know of their contribution to the community by acknowledging these contributions in assembly.

Equal opportunities

It is the responsibility of all teachers and non-teaching staff to ensure that all pupils have access to the PHSE, **Relationships Education** curriculum irrespective of their gender, needs, religion or belief, ethnicity and social circumstance and make the greatest progress possible.

Special Educational Needs


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We teach PSHE and **Relationships Education** to all children, regardless of their needs. Provision for pupils with SEN in PHSE and **Relationships Education** is the responsibility of the class teacher with support and guidance from the SENCO as appropriate. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and **Relationships Education** we take into account the targets set for the children in their Individual Pupil Plan (IPPs).

*Parents and carers cannot withdraw their children from **Relationships Education and Health Education**.*

	Class / Year	Curriculum Area	What is taught across each year?
FOUNDATION STAGE	Preschool and Reception	Understanding the World	<ul style="list-style-type: none"> • Learning about ourselves and the similarities and differences between peers. • Looking at our families and understanding that not all families are the same. • Growth over time. • Life cycles – watching chicks hatch, tadpoles turn into frogs and caterpillars into butterflies.
		PSHE	<ul style="list-style-type: none"> • Discussing our emotions. How do you feel? Why do we feel happy, sad etc. How do we react appropriately when we feel happy, cross etc. • Learn how to respect others and to expect to be respected in return. • Children learn that what is in their pants is private and when and where it is acceptable to take their pants off.
		COMPUTING	<ul style="list-style-type: none"> • Children are aware that they can use the internet to play and learn with a trusted adult. • Children begin to understand the difference between real and online experiences.
KEY STAGE 1	Y1&2	Science	<ul style="list-style-type: none"> • The Human Body – Naming parts of the body

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		PSHE	<p>RELATIONSHIPS</p> <ul style="list-style-type: none"> • What makes a good friend? • What is bullying? • Who is special to us? • What is the same and different about us?
			<p>LIVING IN THE WIDER WORLD</p> <ul style="list-style-type: none"> • What jobs do people do? • What can we do with money? • How can we look after each other and the world?
			<p>HEALTH AND WELL BEING</p> <ul style="list-style-type: none"> • What keeps helps us to stay healthy? • What helps us to stay safe? • What helps us to grow? • How do we recognise our feelings? • What is the same and different about us?
		COMPUTING	<ul style="list-style-type: none"> • How to report any concerns about what they see online. • Recognise when they are not safe online.
LOWER KEY STAGE 2	Y3&4	ASSEMBLY	<ul style="list-style-type: none"> • People who care for me • Consequences of not telling the truth • Wise choices • My family • Love is... • Love isn't...
		Science	<ul style="list-style-type: none"> • Keeping our body healthy
		PSHE	<p>REALIATIONSHIPS</p> <ul style="list-style-type: none"> • How do we treat each other with respect? • How can we be a good friend? • What are families like?

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			<p>HEALTH AND WELL BEING</p> <ul style="list-style-type: none"> • What strengths, skills and interests do we have? • How we can manage our feelings? • How will we change and grow? • How can we manage risk in different places? • What keeps us safe? • Why we should eat well and look after our teeth? • Why should we keep active and sleep well?
			<p>LIVING IN THE WIDER WORLD</p> <ul style="list-style-type: none"> • What makes community? • How can our choices make a difference to others and the environment?
		COMPUTING	<ul style="list-style-type: none"> • Understanding of what is acceptable and unacceptable online behaviors?
		ASSEMBLY	<ul style="list-style-type: none"> • People who care for me • Consequences of not telling the truth • Wise choices • My family • Love is... • Love isn't...
UPPER KEY STAGE 2	Y5&6	Science	<ul style="list-style-type: none"> • Animal reproduction and life cycles • Stages of human life • Keeping our body healthy
		PSHE	<p>RELATIONSHIPS</p> <ul style="list-style-type: none"> • How can friends communicate safely? • What will change as we become more independent? • How do friendships change as we grow? <p>HEALTH AND WELL BEING</p> <ul style="list-style-type: none"> • How can we keep healthy as we grow? • What makes up a person's identity?

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			<ul style="list-style-type: none"> • How can we help in an accident or an emergency? • How can drugs common to everyday life affect health?
			<p>LIVING IN THE WIDER WORLD</p> <ul style="list-style-type: none"> • How can media influence people? • What decisions can people make with money? • What jobs would we like?
		COMPUTING	<ul style="list-style-type: none"> • Be competent users of technology using it safely, respectfully and responsibly, understanding the impact of digital footprints and strong passwords. • Identify risks involved with content and contact and how to share any concerns. • Understand what acceptable and unacceptable online behaviour is.
		ASSEMBLY	<ul style="list-style-type: none"> • People who care for me • Consequences of not telling the truth • Wise choices • My family • Love is... • Love isn't...

The curriculum is ongoing throughout the academic year. The curriculum is a graduated, age appropriate program, which will be delivered by the school staff with support and advice from health professionals and other agencies.

Child Protection

All teaching staff are trained in child protection issues. Any concerns raised are dealt with according to school policy and procedures.

Working with Parents

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The school aims to work in partnership with parents when planning and delivering PSHE and Relationship Education. This is achieved through:

- consulting parents over the development of the policy
- involving parents in viewing resources and discussing the Relationships Education curriculum
- advising parents on how they can answer questions about Relationships Education with their children at home.
- supporting parents in helping children cope with the emotional and physical aspects of growing up

Monitoring and Evaluation

The monitoring of Sex and Relationships education is carried out by the Head Teacher who reports to the Governors.

Approved by Staff: September 2022
Date to Governors: September 2022
Review Date: Every 3 years
May 2025