

Burlington Infant School



PSHE and RSHE Policy

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Approved By:	Full Governing Body

Burlington Infant School: PSHE and RSHE Policy

PSHE and RSHE Policy



“Always do your best and be your best”

At Burlington Infant School we recognise that pupils are living in an ever changing world. Our school vision is to be the best school we can be, doing the very best we can for every child, working with children who are happy, safe, cared for and nurtured, whilst being supported, challenged and given every opportunity to achieve their potential. Teaching staff are committed to providing a balanced, inclusive curriculum to prepare all pupils for the opportunities and responsibilities within their lives and to be able to make sound, independent, confident choices as they do so.

Personal, Social, Health and Economic (PSHE) education is interwoven throughout our school and provides essential education to equip children with the skills to develop healthy, social interaction, positive, respectful relationships, a greater understanding of the wider world and maintains a focus on supporting good health and mental well-being.

PSHE Intent

Our aim at Burlington Infants School is for every child to begin building the foundation needed in order for them to lead healthy, independent lives and become responsible, respectful citizens who will go on to reach their full potential.

Our PSHE curriculum has been designed to support the needs of our children to develop early social skills, begin building a greater understanding of their local community and the wider world and develop an understanding and respect for the diversity within our school and local community. PSHE also allows children the opportunity to develop Spiritual, Moral, Social and Cultural development, known as SMSC.

The teaching of RSHE (Relationships, Sex and Health Education) is encapsulated within PSHE and is designed for every child to be able to recognise and form healthy relationships and know what to do if a relationship does not feel safe or healthy. For children to be confident in their choices, allowing them to keep themselves safe and healthy and know how to seek help for themselves or their friends and to experience positive support and strategies for their mental wellbeing.

At Burlington, we maintain a commitment to equality and embrace the diversity across our school community. This is reinforced through PSHE lessons to support the children's understanding of this, and we do so in reference to the British Values of Democracy, The Rule of Law, Individual Liberty and Mutual Respect and tolerance of those from different faiths and beliefs and for those without faith.

Burlington Infant School: PSHE and RSHE Policy

Aims

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Know how to stay healthy, both physically and mentally
- Know how to keep themselves and others safe
- Have positive, caring and fulfilling relationships
- Respect and celebrate differences
- Develop independence and responsibility
- Know about democracy
- Play an active role as members of a democratic society
- Make the most of their own abilities and those of others
- Behave in a socially and morally acceptable way including towards authority and each other
- Know how to be an active citizen and become involved in the life of their community
- Know about economic wellbeing
- Value the achievements they make, and celebrate the achievements of others
- Make informed choices about dealing with risks and meeting challenges now and in the future

Curriculum Content

The curriculum covered will be appropriate to the age and development of all pupils and has been designed to be inclusive and according to the needs of our pupils and our local community. PSHE (including RSHE) is taught on a weekly basis and delivered by class teachers. Our PSHE curriculum coverage is adapted from the PSHE Association Programme of Learning and also covers the statutory guidance for RSHE which is outlined in the DfE document, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.

Content to be covered across the year is divided into half termly plans which are shared with teaching staff and contributes to the termly overview shared with parents.

Planning

The planning for each half term is set out by the subject leader and shared on medium term plans. Medium term planning is designed to meet the needs of our children at each stage of their development. Individual lessons and day-to-day planning is for year group teams and individual teachers to plan their coverage of the medium term plan. Planning will include a differentiated and personalised approach by class teachers to ensure the outcomes are accessible for all their pupils, including those with SEND, and responds to the individual needs and learning styles of pupils in their class.

Burlington Infant School: PSHE and RSHE Policy

Delivery of PSHE

A range of teaching strategies are used to teach PSHE in a purposeful way including: circle times, discussion based tasks, written tasks, role-play, whole class, small group work and 1:1 work as appropriate. Teaching will provide opportunities for pupils to be active learners, with an understanding of the relevance to themselves. Further learning will be supported through sharing stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities. Additional Visitors will compliment teaching as suitable e.g. PC, Fire Brigade and Coastguard. We also use Picture News activities that are appropriate for our children.

In the Early Years Foundation Stage, PSHE is taught throughout the whole curriculum and in circle time sessions. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

Whole school worship (assemblies) and class assemblies will include the SEAL themes (Social, and emotional aspects of learning) and achievements are celebrated across all classes through the weekly Celebration Assembly.

Cross-Curricular Links

PSHE includes cross-curricular links to other subject areas including science, computing and R.E. These links are identified in medium term plans and are organised through half termly topic work covered by each year group. Links are also made through whole school events such as; Anti-bullying Week, RSE Day, Odd Socks Day, McMillan cake sale, Road Safety, E-safety and Children's Mental Health Week.

Where teaching links to other subject areas, PSHE will compliment these topics and will enable the children to consider and understand how this knowledge relates to them and how they will use this knowledge in their own lives both now and in the future.

Assessment

Assessment for PSHE will take place in collaboration with the school's assessment policy, in line with other subjects. Assessment will make the most of methods such as the use of questioning, discussions, observations, and participation as well as assessment of recorded work.

Policy Development

This policy has been produced by the Subject Lead for PSHE, through consultation with staff, pupils, parents/carers and governors. All staff and governors have been given the opportunity to look at the policy and make recommendations. Consultation with pupils took the form of pupil discussions throughout the school. Key needs, identified from pupil discussions, highlighted the following common learning needs:

Burlington Infant School: PSHE and RSHE Policy

- Friendships - getting on and falling out and understanding how fall outs affect feelings.
For example, a Year 1 pupil said, "Sometimes we fall out and need to know how to put it right and to understand how it feels when you fall out."
- Being kind to each other and ways to show kindness.
- Understanding more about differences.
For example, a Year 2 pupil said, "To learn more ways that people are different because if we are all the same it wouldn't make the world different."

Parents and carers have also been given copies of the policy and have been consulted through the school newsletter and school website. Parents are encouraged to continue to communicate their thoughts and raise any questions directly with the school. The policy is available to view on the school website and paper copies are available upon request to the school office.

Parental Involvement

We believe it is vital for parents and carers to be fully aware of what their children are learning in PSHE lessons and, as part of our whole school approach to PSHE, parental involvement in this area of the curriculum will be encouraged at every opportunity. A progression map outlining the teaching of PSHE, including relationships education, will be available for parents to view on the school website. Parents are informed of events and developments in the school newsletter, on the school website and through communication from teachers via Tapestry and Class Dojo.

Safe Classroom Environment

All lessons will be delivered in a safe and sensitive manner and will be appropriate to the age and development of our children. Teachers will be prepared to support and respond sensitively and discretely to issues that may arise from the work and will adopt strategies to avoid bias when teaching. They will answer questions appropriately to pupils and create a safe environment for discussions.

The Right to Withdraw

As the children progress beyond Year 2, in their next setting, some RSHE lessons begin to link to the science curriculum introducing Sex Education. At this later stage, parents have the right to request their child to be withdrawn from the Sex Education elements within RSHE that are additional to the science curriculum.

Please note, the Sex Education element of RSHE is **not** taught within our infant school year groups. Should a member of staff, however, be asked a direct question about sexual relationships, they will try to give a simple and honest answer, using their professional judgement and discretion, and taking account of the age of the child. If the member of staff has concerns, they will consult with the child's parents.

Burlington Infant School: PSHE and RSHE Policy

The RSHE taught at Burlington Infants is made up of statutory elements from Relationships Education and Health Education. These include: positive family relationships, caring friendships and keeping safe and healthy, including mental well-being and online safety.

There is no right to withdraw from Relationships Education or Health Education.

The Role of the PSHE Subject Leader

- Lead the development of PSHE in school.
- Ensure PSHE planning includes curriculum coverage of RSHE statutory statements.
- Ensure clear progression and continuity of learning for children in PSHE, with a clear sequence of knowledge and skills taught from on-entry to school to exit.
- Provide medium term plans for KS1 and monitor the implementation of these.
- Keep up to date with new developments in the teaching of PSHE and disseminate relevant information.
- Review and evaluate pupil progress and the impact of the planned units of work.
- Provide guidance, coaching and mentoring support to members of staff.
- Encourage other members of staff to take full advantage of training opportunities to develop their knowledge and expertise.
- Liaise with the Link Governor for PSHE.
- Ensure that any points for action or further development in PSHE contribute, where appropriate, to the School Development Plan.
- To communicate with the Early Years Lead Teacher to organise coverage and monitor PSHE teaching in EYFS.
- To monitor teaching through observations, pupil voice, work scrutiny and photographs.
- To organise whole school events/visitor/community links etc.
- To ensure children are well prepared, with the pre-requisite knowledge, skills and experience needed for the next stage of their education.

Links with Other Policies

Links are recognised between PSHE teaching, the Equality Act 2010 and the following policies: SEND Policy, Equality Policy, Safeguarding Policy, Assessment Policy, Behaviour Policy, Computing and E-Safety Policy, RE Policy, Teaching and Learning Policy.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.