

WHITESTONE INFANT SCHOOL

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

This document is to enable the Governing Body of the school to ensure the effective management of the Curriculum, and that the school complies with the legal requirement of the Education Reform Act (1988), the National Curriculum, Citizenship guidelines, Foundation Stage and Curriculum 2000, and the Relationships Education, Relationships and Sex Education (RSE) and Health Education- statutory guidance 2019. Equality Act 2014 Keeping children safe in education – Statutory safeguarding guidance (2016)



Adopted by Governing Body:

Signed _____ M.Hartopp _____ Chair of Governors
_____ N.A Green _____ Head teacher
_____ P. Hill _____ Subject leader
_____ Consultation with parents

Intent - This school is committed to safeguarding and promoting the welfare of children, young people and all adults who work within our school and expects all staff to share this commitment.

This school is committed to providing opportunities for children to develop their moral, spiritual, social, cultural and personal skills and understanding. Our Whitestone Welcomes Everyone work promotes our ethos that everyone has the right to be treated with respect and dignity. Whitestone Infant School prepares children for life in modern Britain.

Personal, social and health education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens (Guidelines for PSHE) and Citizenship, Curriculum 2000)

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

(Relationships Education, Relationships and Sex education and Health Education 2019)

Aims and objectives

We will ensure:

- the effective delivery of the Relationships Education, Relationships and Sex Education (RSE) and Health Education Curriculum alongside and within the National Curriculum, in order to promote high standards and close work in related curriculum areas. Building on and developing many related Early learning goals in Foundation stage through school
- a caring atmosphere to promote equality and respect through our school and into the wider community, taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need
- that all children will be encouraged to actively participate in a relevant, age appropriate and developmentally appropriate, well-matched curriculum consisting of carefully sequenced well planned lessons that can be used confidently in real life situations
- mental wellbeing as central, to give them the knowledge and capability to take care of themselves and others and how to find and receive support if problems arise
- a dedicated and committed staff and governors who regularly review teaching and learning to maintain our high standards and ensure coverage of statutory content
- a close partnership with parents and others in the community. We are clear that parents and carers are the prime educators for children on many of these matters.

'content should support the wider work of 'our' school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.' (Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSE) and Health Education (RSE) 2019)

Roles and responsibilities

- All staff we have a responsibility to uphold and promote the aims and content of our curriculum throughout the day ensuring Relationships Education, Relationships and Sex Education (RSE) and Health Education aims and principles are imbedded in all we do and say.
- All staff will ensure children with SEND needs can access the learning
- All staff will ensure the curriculum is delivered with respect for children's individual lived experiences or needs.
- Safe guarding leads will ensure any necessary safeguarding actions are taken
- Our school Mental health first aider will support staff, children and the wider community as necessary.
- Our personal and mental health support TA will support individuals in the mornings and in groups in the afternoon.
- Our subject leader along with the headteacher, school council, school staff, governor and parents will monitor and review the policy and curriculum content

We at know we have a duty of care at school and that it is '*unlawful to discriminate against any of the protected characteristics of : race, sex, gender, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity.*' (Equality Act 2014)

Sensitive issues – all staff, parents and governors will be given time to discuss how as a school we deal with sensitive issues and questions.

- We will seek advice and only discuss sensitive issues with those at school that need to know ie – the Designated Safeguarding lead.
- We will continually review what we say in response to questions. We may answer them in class, outside, with parents or after consultation with the Head as designated safeguarding lead. We will endeavour to find an appropriate answer, so children do not need to look elsewhere for answers.
- **Right to withdraw.** Sex education is not compulsory at primary age. We do not teach additional sex education other than in the Science curriculum and Protected behaviours as above. Any parent/carer concerned about any explicit content should see the Head and discuss the curriculum for clarity.

Curriculum

Foundation stage

During the Foundation Stage children will learn about themselves as developing individuals and as members of their communities, building on their own experiences. They will learn to be healthy both physically and mentally. They will be given opportunities to show that they can take some responsibility for themselves and their environment. They will begin to

learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a school and class community, they will learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They will begin to take an active part in the life of their school and neighbourhood.

Specific teaching will also cover -

- Listening, understanding and speaking– giving children the opportunity to listen to what others say and respond appropriately, answer how and why questions, express themselves effectively and be aware of the listener.
- Health and self-care - children will learn about a healthy diet, what keep us healthy and safe. How to dress go to the toilet independently and manage basic hygiene.
- Personal social and emotional education – promoting resilience, children are confident to try new learning and say when they need help. They talk about their own and others feelings., they are sensitive to the feelings of others. They talk about behaviour and it's consequences and why some behaviour is unacceptable. They work as part of a group, sharing taking turns and take changes in their stride. They form positive relationships with others including adults.
- Understanding the world – talk about past and present events in their own lives and that of family members. Know that they don't always enjoy the same things and they are sensitive to this. Know there are similarities and difference between themselves and others. Understand there are different families, communities and traditions. Talk about environments how they might be different and how they might change.
- Technology -children will be aware of internet use and safety.
- Expressive arts – children will be encouraged to express their own ideas, thoughts and feelings.
- Prevent Education Curriculum – taking care project Warwickshire Education safeguarding service see appendix C
- No-Outsiders books and activities – see appendix D
- Assemblies led by the headteacher – see appendix E

Key stage 1

Staff in Years One and Two will follow a planned curriculum based on the

- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance see appendix A. (particular reference to pgs 20-22 and 32-35)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)
- Using the long term and medium-term plans and resources from the PSHE association website <https://www.pshe-association.org.uk> see appendix B.
- Prevent Education Curriculum – taking care project Warwickshire Education safeguarding service
- No-Outsiders books and activities – see appendix C
- 'Cambridge Scheme'. Specific links to Social and Emotional aspects of learning (SEAL) are identified.
- Assemblies led by the headteacher – see appendix D

Discrete curriculum time will be identified within Long, Medium and Short-term plans to cover:

- 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, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing body

Where areas overlap other areas of the curriculum staff will liaise to ensure, continuity, and links. Particularly in PE, RE, Science and ICT

Teaching will include

- Visits and trips
- Whole school events
- Circle time/discussion
- Sports activities
- Clubs
- Focussed whole day or week events
- Assemblies
- Engaging with visitors
- National charity events
- Specific time on the timetable for specific well-planned lessons

Approaches to teaching and Learning

Everyone learns in different ways and has different learning styles, but all learn best when we feel safe and affirmed, motivated and actively involved. The school promotes the use of a range of teaching and learning styles

- The purpose of each lesson is made clear, with a clear objective, building on previous learning
- Appropriate learning experiences are planned and meet the needs of all of the pupils in the class.
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding and be able to use in real situations.
- Group work – a key opportunity to practice social development, discuss and share
- Active learning – doing, reflecting on their learning and questioning, consolidating and applying what they have learnt

- Working independently – reflecting on personal thoughts, ideas, needs, learning
- Attention is given to developing a safe and secure classroom climate.
- Staff training needs are met.

Activities will include : see appendix E for details

- Advise Alley
- Hot seating
- Draw and write
- Risk continuum
- Diamond 9
- Snowballing
- Agony Aunt
- Brainstorm
- Character study
- Question box
- Freeze frame
- Poster
- Poem
- Art
- Traffic lights
- Diary
- Wordsearch
- Well-being activities etc

More Able

More able children may need more demanding discussion such pupils will be given the opportunity to develop their thinking and ideas at this higher level and will be identified as in other areas of the curriculum as more able children .

SEND and inclusion

The school strives to enable all pupils to reach their full potential. Staff will plan for those needing extra support where necessary. Planning is linked to the Individual Education Plan (IEP) and cross-referenced to weekly plans. The pupils are supported by teachers, teaching assistants and outside agencies where appropriate. Children who need it will be dealt with sensitively and their lived experiences will be taken into account during planning.

This policy reflects the school policy on equal opportunities where all children, irrespective of any of the protected characteristics *race, sex, gender, religion or belief, disability, sexual*

orientation, gender reassignment, pregnancy or maternity.are taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, while always with the aim of providing pupils with the knowledge they need. (*Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019*)

Assessing, Recording and Reporting Children's Progress.

Children will be assessed at the beginning of an area of work/objective with a task to assess what they already know or think. Then after a clear progression of learning activities. They will be assessed with the same activity or, another linked to the objective to see what they have learned and if they know how they would use their learning in a real situation.

Evidence of pupil progress may be in the form of written work, in books, related art work, posters, records of participation in discussion, post it notes of ideas, observational notes of actions in drama activities, actions observed showing learning in real situations etc.

Strategies to celebrate pupils' achievement include the use of:

- Class reward and highlighting use of learning – good manners, kindness, welcoming others, healthy choices, ability to think about own opinions and discuss etc
- Class stickers for good work and effort as well as for being kind, helpful and considerate to others.
- Class teacher praise and reward with dojos etc
- Head teacher discussion, or praise, stickers etc
- Assemblies highlighting positive behaviours, choices, kindness and consideration etc

Monitoring and Evaluation

- Monitoring and evaluation of planning
- Observation of specific areas
- Records of Achievements
- Monitoring by named governor
- Review of resources.
- Action plan and LIP
- Lesson observations and feedback to teachers
- Looking at samples of pupils' work and displays
- As a regular agenda item at governor curriculum meetings/ staff meetings
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Approaches to evaluation include:

- Participatory activities at the end of lessons or units of work
- Questionnaires at the end of units or as part of an end of year review
- School questionnaire
- Pupil voice and school council voice

- Feedback from teachers about particular aspects of the RSE curriculum, e.g. external contributors, theatre-in-education, peer education
- Comparison with the baseline of pupils' existing knowledge, understanding and skills.

Links with other policies

- Early years
- Behaviour
- Safeguarding – child protection
- RE
- Assessment
- Science
- PE
- SEND

Provision in other Subject Areas

Literacy

In literacy children are involved in speaking and listening, group discussion and interaction, drama and reading and writing activities that enable them to develop the knowledge skills and understanding necessary as they prepare to play an active role as citizens.

Children take turn in discussion, think about the needs of their listeners and make contributions relevant to the topic, learning to vary their contributions to suit the activity and purpose and to deal positively with opposing points of view. The skills of group participation taught through literacy help children to take up and sustain different roles, adapting them to suit different situations.

Drama, story and poetry can provide opportunities for children to explore unfamiliar situations and to clarify varied attitudes and values and to consider other points of view. Reading will enable children to research and interpret information from a variety of sources.

Through listening to television and radio, reading newspapers and exploring ICT materials including the internet, children will learn that different sources will present information in different ways.

Numeracy

As children develop their skills, knowledge and understanding in numeracy, they will learn the skills of problem solving and logical reasoning and begin to develop elementary ideas about proof. They are increasingly able to apply their learning to everyday life, to the solution of real problems and to the process of informed decision making.

Science

As children study science at KS1 they develop knowledge, skills and understanding that contribute to their learning in citizenship. Specifically, they learn about ways in which living things and the environment need protection. They work together to collect evidence to help them to answer questions, use reference materials to investigate them and share and communicate their ideas. They learn to apply their knowledge and understanding to aspects of their own lives and

experience and think about the positive and negative effects of scientific and technological developments on the environment and in other contexts.

ICT.

ICT at KS1 contributes to citizenship by enabling children to begin to find, collate and combine information, in order to make critical judgements about the quality, accuracy and relevance of the information they have found and to organise and present their findings to others.

Children also learn that data can be manipulated, for example by sorting it, searching for information on it or changing aspects of it.

ICT helps children to share and communicate information in a variety of ways and to take account of the needs of different audiences as they do so. They learn to communicate by making various presentations, publishing and using e-mail. The internet allows them to communicate with people from other places and cultures, and to exchange information and ideas. They may explore issues such as internet safety; including the need to be careful about giving out personal details to people they do not know.

Design Technology

Design and technology contribute to citizenship at KS1 by helping children to take part in discussion about what they like and dislike as they develop designing and making ideas and evaluate processes and products.

Children learn to consider the needs of people who will use the product they design and make.

They learn to follow health and safety procedures when working with tools, equipment, materials and components and those relating to safety and hygiene.

History

Through history children learn about lives and lifestyles from the recent and more distant past.

They find out about significant people, events and places from Britain and the wider world. They develop skills that support their learning in citizenship, for example the skills of enquiry and communication. They use a variety of sources of information and communicate their ideas through speaking, writing, drawing and the use of ICT.

Geography

In geography children develop the knowledge, skills and understanding relevant to citizenship.

They develop skills of enquiry and communication which help them to research, reflect on and discuss topical issues, problems and events.

As they learn about places and environments locally (including the school and its immediate locality) and further a field, they begin to understand the diversity of cultures and identities in the UK and the wider world. Children learn that they live in an interdependent world and they begin to understand that their own actions can have consequences for other people and places.

Art and Design

Art and design gives children opportunities to work with others in groups or teams to explore and develop ideas, make images and artefacts and evaluate their work. Through this, they learn to value different ideas and contributions and develop respect for the opinions of others. They learn about the role and purposes of artists, craftspeople and designers working in different cultures

and begin to develop an understanding of how works of art, craft and design reflect personal, social, political and cultural values and beliefs.

Music

Music promotes personal expression, reflection and emotional development. As an integral part of culture, past and present, it can help children to understand themselves and to relate to others, forging links between home, school and the wider communities to which they belong.

Children have the opportunity to participate in group or class performance, taking responsibility for their contribution, developing positive relationships with others and recognising the need for different roles within the group. They learn about and experience music from different times and culture, which contributes to their appreciation of the range of national, regional, religious and ethnic identities in the United Kingdom.

Physical Education

Physical Education supports citizenship by promoting children's self-reliance, self-discipline, social responsibility and spirit of adventure. They learn to value and be sensitive to individual differences and to take part as members of groups and teams. They take on different roles, such as leader or organiser, taking responsibility for their contribution, facing challenges and making democratic decisions.

Physical education provides opportunities for children to learn about other times and cultures, for example through dance activities. It can provide opportunities for members of the wider community to be involved in the school and for the children to be involved in the community beyond school. Children develop an understanding of how to succeed in different situations, reflecting on and learning to evaluate and recognise their own success.

Religious Education

RE provides many opportunities for children to explore other communities and religions and learn that in our society there is a rich diversity of people, homes, families, cultures and beliefs.

In RE lessons children have an opportunity to reflect on spiritual, moral, social and cultural issues, using their imagination to understand other people's experiences. It provides a valuable context for children to learn about and appreciate the range of national, regional, religions and ethnic identities in the United Kingdom.

Appendix 2

Whitestone Infants PSHE and Citizenship Resources

<u>Title</u>	<u>Author</u>	<u>Subject</u>
<u>Packs</u>		
Citizens Silver & Socks	Cats Protection	Animal Welfare
Warwks Police Resources	Warwks Police	Role of Police
Crest Schools Prog.KS1	Crest	Dental Hygiene
Getting Personal	Folens Copymasters	Primary Health
Safety on Nov 1 st	Standard Fireworks	Firework Safety

Firework Schools Pack	D.T.I.	Firework Safety
Lifeguard Potential Sega	Royal Life Saving Society	Water Safety
Don't Suffer in Silence (v)	D.F.E.E.	Bullying
Something to think About	B.B.C. Cassettes	General PSHE.
What's a Family?	Dev. Education Centre	Photos, Families.
Farm Safe ABC (v)	Health & Safety Exec.	Farm Safety.
Living with Traffic	B.P.	Road Safety
Children & Roads	W.C.C.	Road Safety
Multi Cultural Resources	ICSS	Multi Cultural

PSHE Books

The Selfish Giant	Oscar Wilde	Sharing
When the Teddy Bears Came	Martin Waddell	New Baby
The Trouble with Babies	Angie Sage	New Baby
I'm Still Important	Jen Green	New Baby
New Baby	Judith Baskerville	Baby Celebrations
Hurt	Janine Amos	Emotions
First Day at School	Rebecca Hunter	First Experiences
Where's MyPeg	Jen Green	First Day at School
School is Great	Early Novel	Feelings, School
Jessica	Kevin Henkes	Friendships
Chester's Way	Kevin Henkes	Friendships
No More Bullying	Rosemary Stores	Bullying
The Hefty Fairy	Nicholas Allan	Feelings
Jamaica Tag a Long	Juanita Havill	Sharing / Relationships
The Pain and the Great One	Judy Blume	Jealousy
Jealous	Janine Amos	Jealousy
My Friend Whale	Simon James	Caring
A Mother for Choco	Keiko Kasza	Adoption
When Uncle Bob Died	Althea	Bereavement
Goodbye Max	Holly Keller	Bereavement
Remembering Grandad	Sheila Isherwood	Bereavement
Can't You Sleep Little Bear	Martin Waddell	Fears
Sally Can't See	Palle Petersen	Blindness
Friends at the Seaside	Syndrome Assoc.	Downs Syndrome
Thank You	Janine Amos	Good Manners
No Thank You	Janine Amos	Good Manners
Hello	Janine Amos	Good Manners
Our Families	Little Nippers	Families

Reference Books

Video Catalogue	Health Promotion	Warwks Health
Social Skills Games		
Drug Proof	D.F.E.E.	Drugs
Wet Playtime Book	Primary Resources	Wet Playtimes
Turn Your School Round	Jenny Mosely	Circle Time
Teaching Talking & Learning	Nat. Oracy Project	Communication
Safety Guide for Children	Michael Elliot	Feeling Safe
PSHE in the Primary School	Frankie Galloway	General PSHE
Primary National Strategy	DfES	2005
Social and emotional aspects of learning – pack		
Primary Scheme of work	Cambridge CC	2004
PSHE & Citizenship		
Protective Behaviours Toolkit – Prevent education curriculum – Ann Seal		
No Outsiders – Teaching the equality act in Primary school. – Andrew Moffat		