

**Arden Forest Infant School**

PSHE & RSE Policy

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| **Headteacher :** | R Gunn | **Date:** 20.05.21 |
| **Chair of Governors** | G Cave |  |
| **Last reviewed on:** | May 2021 |
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**Arden Forest Infant School – PSHE & RSE Policy 2021**

**Aims and Objectives**

Personal, social and health education (PSHE) and Relationship and Sex Education (RSE) 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 so doing we help develop their sense of self-worth. We ensure that they experience the process of democracy in school through the school council. We teach them rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory, this includes infant schools. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and RSE at Arden Forest are to:

* Promote the spiritual, moral, cultural, mental and physical development of all pupils;
* Prepare pupils for the opportunities, responsibilities and experiences of later life;
* Encourage pupils to value themselves and others;
* Allow pupils to acknowledge and appreciate difference and diversity;
* Teach pupils how to make informed choices;
* Prepare pupils to be positive and active members of a democratic society;
* Teach pupils to understand what constitutes a safe and healthy lifestyle;
* Provide a framework in which sensitive discussions can take place;
* Promote safety in forming and maintaining relationships;
* Provide pupils with a toolkit for understanding and managing their emotions;
* Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others;
* Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online;
* Help pupils develop feelings of self-respect, confidence and empathy;
* Create a positive culture around issues of sexuality and relationships;
* Teach pupils the correct vocabulary to describe themselves and their bodies;

We intend to achieve these aims through:

* A school ethos that values the place and contribution of all individual to the school community and promotes self respect and respect for others;
* Direct PSHE and RSE teaching using the PSHE Association thematic model;
* Circle time activities;
* Teaching PSHE through other subject areas;
* Special activities and events;
* Giving pupils opportunities to work in a variety of group settings;
* An effective School Council and Eco Council;

**Provision and teaching and learning style**

Arden Forest seeks to provide a safe, secure learning environment for PSHE and RSE that enables pupils to gain accurate knowledge, develop their own values and attitudes and develop skills to grow into happy confident successful adults. We promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children’s age, ability and readiness. PSHE and RSE will be provided through discreet curriculum time, 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 also offer the children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into school to talk about their role in creating a positive and supportive local community.

**Teaching PSHE and RSE to children with special educational needs**

At Arden Forest we teach PSHE and RSE to all children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable pupils to make progress. Activities will be planned and organised to enable all pupils to participate and learn from the PSHE curriculum, including differentiation for those with additional needs or talents. Staff will ensure that that all children will have an equal opportunity to develop their potential within PSHE, regardless or gender, ability and cultural or religious background in line with the school’s policy on equal opportunities.

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum. We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. This will be delivered through teaching about different types of family, including those with same sex parents.

**Parents’ right to withdraw**

The school is well aware that the primary role in children’s relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

* + Make available online, via the school’s website, this PSHE and RSE Policy;
	+ Answer any questions that parents may have about the RSE/PSHE education of their child;
	+ Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
	+ Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. We have committed to a retain parents’ right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. This is typical in secondary schools but highly unlikely at infant school. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil’s educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

**PSHE and RSE curriculum planning**

**Early Years and Foundation Stage**

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

* Making relationships
* Self-confidence and self-awareness
* Managing 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 three 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.

**Key Stage One**

Within Key Stage One PSHE lessons are often more structured and follow the PSHE Association Thematic Model. This follows three core themes each term. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

**Protective Behaviours**

As a school we have adopted Warwickshire Protective Behaviours curriculum called ‘Taking Care’. This is delivered across the school during the second half of Autumn term.

The two overarching themes of taking care are:

* We all have the right to feel safe all of the time.
* There is nothing so awful (or too little) that we can’t talk about it with someone.

The program aims to teach children about feeling safe, recognising unsafe feelings and building networks of support they can use if they don’t feel safe.

An information session is held for parents prior to ‘Taking Care’ being taught in school. Warwickshire Curriculum guidance for ‘Taking Care’ is used in each year group. Staff new to the school will have time with the PSHE leader to develop knowledge and understanding of ‘Taking Care’ if it has not been taught before.

Evidence of children’s learning in ‘Taking Care’ is passed onto the child’s new teacher or school at points of transition.

**Implementation through Assessment, Recording, Reporting and Monitoring**

Teachers assess the children’s work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress.

Within the Foundation Stage, PSHE objectives are documented within ‘big books’ which include specific focussed PSHE objectives and circle time activities. In Key Stage One evidence of learning including pictures of activities, comments and discussions as well as individual tasks are recorded in the back of their RE book (the book is to be rotated).

The PSHE subject leader along with the Headteacher is responsible for monitoring the standards of children’s work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and RSE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. 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 along with the Headteacher 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.

Children’s achievements will be celebrated informally within the classroom by individual teachers, teaching assistants and midday supervisors. More formal celebration takes place during Celebration Assembly (held each Friday) with the selection of ‘star of the week’ from each class where achievement may relate to PSHE.

**Resources**

We keep resources for PSHE in a central store and use a range of appropriate websites. Our PSHE subject leader holds a selection of reference materials for teaching sensitive issues. The resources for the ‘Taking Care’ unit are on the school portal.

**Specific Issues within PSHE**

**Confidentiality**

As a general rule the teacher or member of staff concerned maintains a child’s confidentiality. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the head teacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and the reasons why. The teacher will support the child throughout the process.

**Child Protection**

The school has a separate Child Protection Policy. Effective PSHE may bring about disclosures of children protection issues and staff should be aware of the procedures for reporting their concerns.

**Controversial and Sensitive Issues**

Staff are aware that views around some PSHE related issues are varied. However, while personal views are respected, all PSHE issued are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.