

# Foxhill Primary School

*Excellence, Inclusion, Enjoyment*

*'Be the best that you can be'*

## Relationships Education policy



**Approved by:** R Hainsworth

**Date:** 15/2/24

**Last reviewed on:** 12/2/24

**Next review due by:** 12/2/26

# Personal, Social, Health and Economic Education Policy

## Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## PSHE

At Foxhill Primary School, we teach Personal, Social, Health and Economic (PSHE) Education through a whole-school approach. We believe this underpins children's development as people and supports their learning.

At Foxhill Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme (refer to Relationships and Health Education Policy). To ensure progression and a spiral curriculum, we use SCARF: Safety, Caring, Achievement, Resilience, Friendship, as our chosen teaching and learning programme and tailor it to your children's needs. The SCARF mapping document shows exactly how SCARF and therefore our school, meets the statutory PSHE requirements, as well as the Relationships and Health Education requirements. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." DfE Guidance p.8

Please refer to our Relationships and Health Education Policy for more details on this.

## DfE Guidance

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools from DfE)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

As a school, we fully recognise the important role parents having in supporting their children's emotional and social development. This has therefore been considered in our policy.

## What do we teach when and who teaches it?

Whole-school approach SCARF covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

Six themes are covered across the school year and these are taught across the school; the learning deepens and broadens every year.

- Me and my relationships
- Valuing differences
- Keeping myself safe
- Rights and Responsibilities

- Being my best
- Growing and changing

See appendix for long term plan.

At Foxhill Primary School we allocate a minimum of one lesson per week to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. The length of this lesson varies with the age of the pupils.

Early Years – 20-30 minutes

Y1/2/3- 30-45 minutes

Y4/5/6- 45minutes- 1hour

These explicit lessons are reinforced on a daily basis through our interactions. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes.

There is also a weekly assembly which reinforces the SCARF values of Safety, Caring, Achievement, Resilience and Friendship.

### **How delivery of the content will be made accessible to all pupils, including those with SEND**

#### **Differentiation/SEN**

SCARF is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Scarf lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. If any changes are implemented nationally as a result of the Rochford Review Scarf will make the necessary amendments and offer this free update to all its schools.

#### **Teaching Sensitive Issues**

Sensitive issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive because they have a social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where sensitive or political issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Individual teachers must use their skill and discretion if any issue arises and refer to the Designated Safeguarding Lead if they are concerned about anything discussed.

### **Safeguarding/confidentiality**

Teachers need to be aware that sometimes disclosures may be made during SCARF lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed and the child will be supported through this process.

### **Additional support**

School will provide additional support for children when necessary which might include 1:1 with a member of staff, a referral to the MHST or other agency.

### **Guidelines**

- A range of teaching methods will be employed which encourage good quality discussion, the opportunity to ask questions and plenty of reflection time.
- Relationships Education is delivered in mixed gender groups as we feel it is important that girls and boys receive the same information about the changes that are happening to them. Current Government guidance states that schools should foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and we believe Relationships Education is an important subject to meet this aim. However, single gender groupings will sometimes be formed in order to ask questions, if it is felt to be in the best interest of the children.
- Children will be encouraged to discuss issues with their parents/carers and the school will make them aware of any online material that might support them to talk to their children about content which is covered in the class.
- We encourage an ethos where children feel secure and confident to ask questions and we set clear parameters for discussion so that both teachers and children feel comfortable. Techniques such as 'question boxes' are used for children who don't want to ask questions out loud and these are helpful to give teachers reflection time, to think about an informative response.
- If a question is too explicit, feels too old for the child or is inappropriate for the whole class, the teacher will acknowledge it and attend to it later on an individual basis, having discussed the best way of responding with other appropriate members of staff, if necessary.

## Appendix

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Self-esteem