



BROOK INFANT SCHOOL
AND NURSERY

PSHCE, Relationship Education, Health Education and British Values Policy

This policy covers our approach to PSHCE, Relationships Education and Health Education. Relationship and Health Education form a statutory component of the PSHE and Citizenship curriculum from September 2020. This policy aims to set out the purpose of Relationship Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

The Health Education and Relationships Education aspects of PSHE (personal, social, health and economic) education will be compulsory in all primary schools from September 2020.

The Department for Education published statutory guidance for Health Education, Relationships Education and RSE in June 2019.

This covers broad areas of particular relevance and concern to children and young people today. It ensures that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships and negotiating life online.

The sex education element of Relationship and Sex Education is only compulsory within secondary education. Although sex education in primary schools will not be compulsory, the DfE continues to recommend that primary schools have a sex education programme tailored to the age, and physical and emotional maturity of the pupils. As a key stage one school, Brook Infant School will not deliver any sex education.

Brook Infant School Aims and Beliefs

At Brook Infant School we aim to make PSHCE, including Relationship and Health Education, at the very core of all we do and learn.

We believe that an excellent PSHCE curriculum will help to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible and positive members of a diverse multicultural society. We are preparing our children for an ever-changing future. It is therefore essential that we equip our children with all the skills, understanding and values that they will need.

Our curriculum for PSHCE is embedded into all that we do and develops children understanding, values and skills from Nursery through to year 2. Our curriculum is part of all that the children do, and the themes and objectives within the PSHCE curriculum will overlap and work alongside many curriculum subjects. It is also important for the skills, knowledge and attributes for PSHCE to be taught to the children in separate PSHCE lessons, circle times and assemblies. It is vital that the children develop and grow with a strong sense of who they

are, their values and responsibilities and a realisation that these skills are part of everything they do and learn.

Relationship Education

We define relationship education as an education that should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. All of which are strengths of the Book Infants. We believe that this education is embedded into all we do as a school, with our pupil, staff, their families and the wider community.

Statutory Regulations

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- 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.

Documents that inform the school's Relationships Education and Health Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Parents Right to Withdraw

Brook Infants is a key stage one school and therefore is not required to teach sex education. Parents do not have the right to withdraw children from relationship education as this is a compulsory part of the curriculum. Children at the Brook school will only be taught a relationship and health education that is sensitive and age appropriate.

Naming Body Parts

As part of the science curriculum for years 1 and 2, children will be taught the names of external body parts, including genitalia. This will be taught as part of science but it also vital for safeguarding children. These lessons will be taught in an age appropriate manner.

Managing Tricky Questions

Primary school children can often ask their teachers and other adults sensitive questions, which go beyond what is set out in the Relationship Curriculum. We will aim to answer

children's questions in an age appropriate and sensitive manner where appropriate. Where we believe that questions asked by children are not appropriate for their age we will communicate with parents and/or raise these questions with a DSL.

What is the purpose of RSE at Brook Infant School?

The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. Relationship Education must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding.

This policy covers our school's approach to Relationship Education and Health Education. The policy was produced by Jules Thomas, the PSHE lead, through consultation with Sarah Cox (Headteacher), Sara Couch, the Senior Leadership team and staff. Consultation was also sought through Governors and parents. The partnership with home and school is vital in ensuring that relationship education thrives. At Brook Infant School we pride ourselves on strong home school partnerships.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

The schools overarching aims for our pupils are for our children to develop their own skills, knowledge and understanding of how to be who they are, understand the world they are growing up in and how to keep themselves safe in all areas of their world, we believe that we are giving each and every child the best chance for their lives ahead.

We also aim to promote equality and encourage children to view all people and genders with equal respect and kindness.

Our PSHE, Relationship and Health Education Curriculum

Our inclusive PSHE, Relationships and Health curriculum has been created alongside the Education for Safeguarding Curriculum builder. The West Sussex Education for Safeguarding (E4S) curriculum is based on the National Department for Education Relationships, Sex and Health Education (RSHE) guidance and numerous national frameworks, including the PSHE Association, but adapted and enriched for schools in West Sussex. This has been developed via a multi-agency approach combining teams from Safeguarding in Education, Contextual Safeguarding, Health and Education in West Sussex.

Our Scheme of Work can be viewed on the school website and also within school.

At the heart of Brook Infant School are our Sparkly Rights. These six Sparkly Rights form the basis of how we behave and learn at school. The rights have been written to incorporate all that we believe is important and personal to our school and involve children, staff, parents and visitors.

Our Brook Sparkly Rights:

- I have a right to learn
- I have a right to be different and be me
- I have the right to have a voice and be heard
- I have the right to be safe and healthy
- I have a right to play and have fun
- I have a right to be a part of this world

Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
'I have the Right to learn'	'I have the Right to be different and to be me'	I have the Right to have a voice and be heard'	'I have the Right to be safe and to be healthy'	'I have the right to play and have fun'	'I have the Right to be part of this world'

To create a bespoke curriculum that meets the needs of our children and community, the parents and staff have been consulted on the needs of the children. These views have been used to create a curriculum using the Education for Safeguarding Curriculum builder.

These objectives have then been placed within the appropriate half-termly Sparkly Rights. Each half-term there will then be a PSHCE, Relationship and Health Education focus, however the full curriculum will continue to be embodied in all we do and be used to focus on issues as and when they arise.

Some key themes are taught in Year One and revisited in Year Two, due to their importance in keeping children safe. Some themes are introduced or expanded in Year Two due to them being more appropriate or important in this year group, such as dealing with transition onto Junior School.

Roles and Responsibilities

Headteacher:

- To promote and model the principles and aims of the PSCHE, Relationship and Health Education policy throughout the school.
- To support staff in understanding and implementing the policy.
- To form positive and supportive relationships with children and their families.
- To form positive relationships and links with other Maidenbower and Crawley Schools.
- To be a good role model of our Sparkly Rights and responsibilities.

PSHCE Co-ordinator

- To lead staff in implementing the policy and curriculum.
- To work closely with the RRS Co-ordinator and the DSL's.
- To ensure that the curriculum is planned for the specific ages and needs of each year group.
- To ensure adequate resources are available.
- To monitor the impact of the curriculum across the school and nursery.

Class Teachers

- To undertake the teaching of PSHCE, Relationship and Health Education in accordance with the school curriculum and policy.
- To ensure that PSHCE, including Relationship and Health Education is planned for appropriately.
- To create a classroom environment that will develop positivity and good social skills.
- To develop relationships with the children and their families.
- To be a positive and supportive role model.

Differentiation and Assessment

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully.

For pupils with SEND that are not able to access the curriculum fully, the document released by the PSHE Association entitled 'PSHE Education Planning Framework for Pupils with SEND' will be used to support children and teachers and ensure that all children can access the framework.

The PSHE Association identify the key reason for assessment as below:

Learning in PSHE education should be assessed for several reasons:

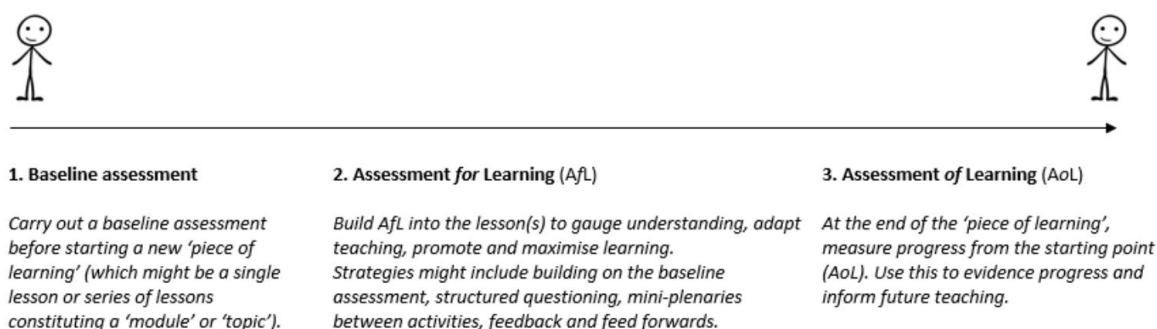
- *It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.*
- *It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.*
- *Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.*
- *It allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for pupils and for whole-school outcomes, such as Ofsted and ISI judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact.*
- *The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas"*

Many elements of PSHCE, Relationship and Health Education, such as 'self-confidence' or 'identity', pose assessment difficulties, when assessment refers to 'grades' or 'meeting or not meeting criteria'. Pupils, however, are very good at self-assessment and thinking about whether they feel 'more confident' or 'have a firmer sense of their own beliefs'

Time for personal reflection in PSHE education lessons is essential, ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital

part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment

The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So, the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.



Children will be assessed by producing drawing and writing in response to the same question, both as a baseline at the beginning of each half term and at the end. These will allow children and staff to reflect on each child's own progress from their unique starting point.

Links to Other Policies and Guidance

Our Relationships Education Policy links to the following Brook Infant school policies:

- Anti-Bullying Policy
- Behaviour and RRS Policy
- Equality Policy
- Healthy School Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy

- Keeping Children Safe in Education
- Working Together to Safeguard Children

Reviewing the Policy

This policy will be normally be reviewed on an annual basis by Jules Thomas.

This policy has been written during the unprecedented times of Covid-19 and therefore it will be important to review and make changes to the policy and curriculum to meet to needs of our school and pupils as they return to school and in the coming year.

This will ensure that information is accurate and up-to-date and that the views of all stakeholders are heard and considered regularly.

British Values

In 2011, the Government defined British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We promote these values through our own school values, curriculum and enrichment activities.

We want our children to become responsible, active citizens who participate in democracy and public life. We wish for them to respect diversity and display a commitment to working towards greater community cohesion. PSHCE is at the heart of our school and emphasises the difference between right and wrong and respecting and tolerating differences in a diverse and modern Britain.

We have a curriculum that will enable children to make progress towards these aims.

Value	Examples of how these are developed in the school and community
Democracy Link to UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinion taken into account.	<ul style="list-style-type: none">• We have an elected school council. This provides opportunities to learn about democracy and the electoral process.• We encourage volunteers. This includes things like lunch helpers, playground angels, Eco-council.• Democracy is also promoted through various PSHCE lessons and Assemblies.• Children are taught about the UN Rights of the child and learn to respect their rights and the rights of others.
The Rule of Law Link to UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.	<ul style="list-style-type: none">• We have high expectations about pupil conduct and this is reflected in our behavioural policy. There are rewards for exhibiting good behaviour and demonstration of our 'Sparkly rights' is recognised through our 'Sparkly Fish award'.• Through Assemblies, PSHCE and circle time's children are taught about right and wrong.• Visitors from the Police and Fire Services.• Classroom rules are devised at the beginning of the year. Children discuss and contribute ideas to these/• Individual behaviour plans.
Individual Liberty Link to UN CRC Article 31: All children have the right to relax and play, and to join in a wide range of activities. Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	<ul style="list-style-type: none">• Through our school values and PSHCE children are taught about personal responsibility, choices, ambition and aspiration.• They are encouraged to take opportunities that encourage their interests, sports clubs, art, music etc.• PSHCE unit/ Sparkly right 'I have the right to be different and to be me' and 'I have the right to play and have fun'.• Children are taught to keep themselves safe, including online.• Children are taught to consider the consequences of their words and actions.

Mutual respect and Tolerance of those with different faiths and beliefs.

UN CRC Article 2: The Convention applies to everyone whatever their race, religion, ability, whatever they think or say or whatever type of family they come from.

Article 30: Children have the right to lean and use language and costumes of their families, whether these are shared by the majority of people in the country or not.

Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

- We have high expectations about pupil conduct and this is reflected in our behavioural policy.
- Through circle time, Assemblies and PSHCE children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities, whilst being understanding of differences.
- Tolerance of different faiths is promoted through RE and PSHCE. Children learn about different religions, places of worship and festivals.
- Other languages are promoted and celebrated.
- Children work in curriculum areas in different groupings.
- Diversity within school staff.
- Participation in community based activities.