



Personal Social Health Education (PSHE) Policy Including Relationships and Health Education (RSE)

Hurst Green Infant and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Last reviewed: March 2021

Next review due: March 2023

PSHE Policy Including Relationships and Health Education

Curriculum Intent

At Hurst Green Infant School and Nursery we are committed to enabling children to develop the skills and attitudes to have healthy, respectful relationships, focussing on family and friendships, in all contexts. This will sit alongside the essential understanding of how to be healthy. We aim to foster well-being and enable children to develop resilience so that they become happy, successful and productive members of society. Kindness, generosity, integrity and honesty will be fundamental and will be nurtured and encouraged through all our work in this area.

Statutory Requirements

Our provision complies with 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, which makes Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Our provision complies with the content in the National Curriculum and EYFS Curriculum.

Vision

Our central purpose is to provide an excellent all round education and promote an enjoyment of learning.

Aims:

Faith

We teach respect and understanding of all cultures and beliefs.

Self Esteem

We foster a sense of self-esteem where each member of the community feels valued and respected and diversity is celebrated.

We provide consistent boundaries and teach self-responsibility, resilience and independence whilst giving children the freedom to express and respect thoughts and feelings.

Love of Learning

We encourage children to be life-long learners through teaching a broad and balanced creative curriculum within a stimulating, safe, happy and emotionally secure environment (both indoors and outdoors). We recognise that all children have gifts and talents and actively encourage, support and challenge every child to achieve and be the very best s/he can be.

Community

We encourage all members of the school community to participate fully and to have a voice in the school's decision-making processes. We value the relationship and communication between the school and wider community.

Coverage and the Wider Curriculum

We use the SCARF units to cover the content of Relationships and Health Education within a comprehensive PSHE Curriculum. The content of these units is centered on a values-based and 'Growth Mindset' approach, SCARF's online resources support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement. Each year group will cover the same themes each half term. The content builds on previous learning to ensure the children are deepening their understanding of these themes during their time in our school.

The website for SCARF is updated regularly – www.coramlifeeducation.org.uk

The themes for each half term will be –

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Includes feelings / emotions / conflict resolution / friendships	Includes British Values focus	Includes aspects of Relationships Education	Includes money / living in the wider world / environment	Includes keeping healthy / Growth Mindset / goal setting / achievement	Includes RSE – related issues

Assessment

We will use the SCARF progress: pre and post unit assessment materials for each half-termly theme.

Appendix A

We are dedicated to supporting the development of the whole child and believe that the specific teaching in this area must be continually supported through wider learning across the curriculum.

Appendix A is a map of where the fundamental principles and content of these subjects is reinforced throughout the school.

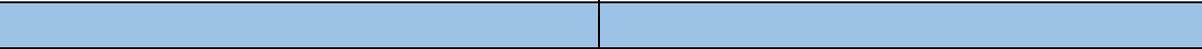
Appendix A

RELATIONSHIPS EDUCATION SCHOOL MAP	
By the end of PRIMARY expectations	Coverage across the school
Relationships Education	
<p>Families and people who care for me</p> <p><i>Pupils should know:</i></p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>RE – exploring how different families, cultures and religions celebrate. Learning about different religions. Church services. Celebrations of Easter, Christmas, Diwali, Hanukkah, Eid, Ramadan, Chinese New Year. Exploring how people celebrate in different families and religions.</p> <ul style="list-style-type: none"> • When using images in teaching and learning we consciously choose images, which show different and diverse family groups. • E-safety lessons in Computing and learning the idea of trusted adults. • Geography – learning about contrasting countries.
<p>Caring friendships</p> <p><i>Pupils should know:</i></p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and 	<ul style="list-style-type: none"> • The School ethos • British values • Sharing achievements in class and as a whole school • E-safety • Science • Forest School which fosters collaboration, positive relationships, team work and looking after the world

<p>experiences and support with problems and difficulties</p> <ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened ,and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 	<ul style="list-style-type: none"> • Religious Education – parables and stories from the bible. Stories form other religions.
<p>Respectful Relationships</p> <p><i>Pupils should know:</i></p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships <ul style="list-style-type: none"> • the conventions of courtesy and manners* • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive 	<ul style="list-style-type: none"> • Religious Education Curriculum • Recycling • School Trips • Forest School • Science – learning about people and other living things • E-Safety • Children being aware of staff identity badges and what they mean

<ul style="list-style-type: none"> • the importance of permission-seeking and giving in relationships with friends, peers and adults 	
<p>Online relationships</p> <p><i>Pupils should know:</i></p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online. 	<ul style="list-style-type: none"> • All Computing lessons • E-Safety • Safer Internet Day
<p>Being Safe</p> <p><i>Pupils should know:</i></p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know 	<ul style="list-style-type: none"> • School trips – staying safe and following rules • Forest School – showing responsibility to others and keeping each other safe • PE – changing sensibly and keeping safe on equipment • NSPCC talks and posters

- How to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice from e.g. family, school and/or other sources



Physical Health and Mental Well Being

Mental well being

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are
- the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental well-being and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyber bullying) has a negative and often lasting impact on mental well-being
- where and how to seek support (including recognising the triggers for

- Learning Mentor and Elsa interventions and support
- Friendship Groups intervention
- Forest School and outdoor play
- Staff behaviour – modelling, being approachable, listening, responding to parents
- Teaching breathing and relaxation
- Use of social stories
- E-safety
- RE
- Employee Assistance Programme
- Community Spirit

<p>seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough 	
<p>Internet Safety and Harms</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits* •about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing •how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private •why social media, some computer games and online gaming, for example, are age restricted •that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health •how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted •where and how to report concerns and get support with issues online† 	<ul style="list-style-type: none"> • E-Safety • Behaviour Policy • Class rules • Science – trusted adults • PE curriculum • Healthy Lifestyles promoted throughout the school.
<p>Physical health and fitness</p> <ul style="list-style-type: none"> •the characteristics and mental and physical benefits of an active lifestyle •the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily 	<ul style="list-style-type: none"> • The school environment • Lunchtimes • PE Curriculum • Science Curriculum • RE Curriculum

<p>active mile or other forms of regular, vigorous exercise</p> <ul style="list-style-type: none"> •the risks associated with an inactive lifestyle (including obesity) •how and when to seek support including which adults to speak to in school if they are worried about their health 	
<p>Healthy Eating</p> <ul style="list-style-type: none"> •what constitutes a healthy diet (including understanding calories, and other nutritional content) •the principles of planning and preparing a range of healthy meals. •the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) 	<ul style="list-style-type: none"> • Life Bus • DT – cooking and healthy recipes • Science Curriculum • Fruit at playtimes, and children have their own water bottles
<p>Drugs, alcohol and tobacco (age appropriate: “that household products including medicines can be harmful if not used properly”)</p> <ul style="list-style-type: none"> •The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking 	<ul style="list-style-type: none"> • Life Bus • DT – cooking and healthy recipes • Science Curriculum
<p>Health and Prevention</p> <ul style="list-style-type: none"> •how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body** •about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer •the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. •about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist •about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	<ul style="list-style-type: none"> • Handwashing taught and monitored – also part of Forest School routines • Allergies clearly documented and communicated • Science curriculum • Immunisation and vaccination with NHS • Hats and sunscreen promoted • Expert visitors talks to children

<ul style="list-style-type: none"> •The facts and science relating to allergies, immunisation and vaccination. <p>**</p>	
<p>Basic first aid</p> <ul style="list-style-type: none"> •know how to make a clear and efficient call to emergency services if necessary •concepts of basic first-aid, for example dealing with common injuries, including head injuries 	<ul style="list-style-type: none"> • School, class and Forest School rules • Fire Drill and Lockdown procedures • How to make a call to emergency services