



Relationships Education and Personal, Social, Health and Economic Education Policy

Montgomery Infant School and Nursery



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This policy will be reviewed in full by the Governing Body on a yearly basis. This policy was reviewed and updated in *June 2023*

Montgomery Infant School and Nursery
Personal, Social, Health and Economic Education and Relationships Education Subject Policy-June
2023

Section 1: Introduction to the Policy

Purpose

The purpose of personal, social, health and economic (PSHE) education is to support the children's spiritual, moral, cultural, mental and physical development and to prepare them for the opportunities, responsibilities and experiences of life. Relationships Education builds on the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other children and adults

In the EYFS the children learn to:

- play co-operatively, taking turns with others.
- take account of one another's ideas about how to organise activities.
- show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

In KS1 the children learn to:

- recognise and make healthy choices regarding diet and exercise to maintain a healthy body and mind.
- understand how to stay safe by looking after themselves and recognise the importance and function of parts of the human body.
- recognise emotions in themselves and others and to develop respect for others encouraging empathy, generosity and compassion.
- understand what a relationship is, what a friendship is, how to respect others and an awareness of boundaries
- Relationship Education has a strong emphasis on online behaviours and safety.

Parents do not have the right to withdraw their child from Relationship Education lessons.

Relationships Education Aims

This policy sets out to ensure consistency in the teaching and learning within Relationships Education across the school. This is to ensure that pupils are equipped with high quality and age-appropriate Relationships Education. The aim of Relationships Education at Montgomery is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their health and well-being. Good quality Relationships Education promotes the core values of respect, love and care. It also provides the opportunity for children and young people to reflect on their own attitudes and beliefs and those of their peers and others. Relationships Education is an integral element of personal, social, health education (PSHE) and it is therefore essential and good practice that teaching and learning about Relationships is planned and implemented within this broader framework rather than as a stand-alone subject.

This policy supports our school vision statement of: "Montgomery Infant School and Nursery strives to motivate and empower everyone in the school community to achieve their full potential as life-long learners, whilst nurturing their individuality in a joyful and respectful environment. Or to put it succinctly we believe that we can 'achieve together'.



Consultation

The policy has been shared with teaching staff, pupils, parents/carers and school governors as part of our consultation process.

Section 2: Procedures and Practice

Roles and Responsibilities

PSHE and Relationships Education leader is responsible for providing an overview of the subject across the school and to offer advice on how the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment. The PSHE and Relationships Education leader also has a sound knowledge of the resources, which are available within school, and ensures that resources are replenished and updated as necessary.

Monitoring, Evaluation and Improvement

The role of the leader in monitoring pupil outcomes is to audit teachers' judgements. The PSHE lead ensures their subject is accessible in provision through environmental walks, lesson dips, displays and provision audits and also collectively in staff meetings, this is then collated by the leader. The leader then works collectively with teachers to examine the strengths and limitations in provision to diagnose why the outcomes are as they are. The leader then creates action plans to improve achievement where necessary. The leader keeps track of the improvements they have secured over time to understand how effective they are as a leader.

The views of pupils, parents and teachers are used to make changes and improvements on an ongoing basis. The PSHE and relationships Education leader will attend courses/training events to ensure their subject knowledge is up to date. Termly monitoring activities involving staff and children will enable the subject leader to monitor what is being taught and delivered across the school.

Individual teachers are responsible for the day to day planning, delivery and assessment of the PSHE and Relationships Education curriculum.

Governors are responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Section 3: Planning

EYFS

In the Early Years Foundation Stage 'Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do.' (Early Years Foundation Stage)

Staff will follow the requirements of the 'Early Years Foundation Stage' document.

Personal, Social and Emotional development is one of the three Prime areas which underpin the areas of learning.

- Self-Regulation
- Managing Self
- Building Relationships



Relationship Education in KS1

Relationships Education is planned and taught through the Science and the PSHE curriculum. The overview for what should be taught within each half term is outlined within the PSHE programme of study. Elements of Relationships Education will be planned through the areas of 'Change,' 'Keeping Healthy,' 'Being Safe' and 'Positive Relationships.' Learning objectives for each year group will be covered through the relevant term to ensure progression and continuity.

Teaching

Relationships Education is taught in a safe learning environment. In most cases, teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the Relationships Education leader for advice and support.

Relationships Education has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up and relationships. This is only possible if adults teaching Relationships Education are able to model use of this type of vocabulary. Teachers may choose to plan vocabulary lists for each lesson or unit of Relationships Education and may also share the list with parents in advance of teaching. It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example *vulva*, *vagina*, *penis* and *testicles* (in Year Two). Using this vocabulary will ensure that children are able to use appropriate language and develop the confidence to describe unwanted behaviours. Please see recommended book list.

Provision

Our PSHE curriculum is not only taught in discrete lessons but runs continuously throughout the school day. The schools vision statement centres on the importance of the children's social and emotional wellbeing. As a school we use the concept of the 'Growth Mindset' through our learning friends, to teach the children the qualities that will help them reach their goals. We also use 'The Colour Monster' throughout the school to encourage the children to talk about emotions. Through continuous provision children are able to explore and talk about their emotions and beliefs, this includes using role-play, drawing, art and talking about stories.

Relationship Education is taught in a thematic way and is the responsibility of all staff. It is addressed both in the classroom and in the wider school (assemblies) and is at the heart of the "Monty Way". The compulsory content of PSHE is taught at a developmentally appropriate level and using a spiral approach – this means the same topics are repeated across Year 1 and Year 2, with the year 2 learning building on what was taught in year 1.

Parent Partnership

We recognise that you as parents and carers are your child's first educators and play a crucial part in the development of their personal and social skills. Therefore we believe it is very important that you are aware of what is being taught and the type of language we will be using in case your child asks you questions. Some of the areas in PSHE are also quite delicate and can affect children in different ways depending on their experiences, so again for this reason it is important that you know when we are covering areas of learning.

PLEASE ALSO SEE APPENDIX.

Parents do not have the right to withdraw their child from Relationship Education lessons. We work in active partnership with parents/carers, value their views and keep them informed about our Relationships Education provision. If a parent/carer has any concerns about the Relationships Education provision we will take time to address their concerns and settle any fears that may have.



Assessment

Pupils existing knowledge needs to be the starting point of all PSHE and Relationships Education work. The elements of Relationships Education that form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum. The learning from other elements of Relationships Education is assessed as part of the PSHE provision.

Our curriculum objectives extend the learning at each year group using the spiral approach. Levels in PSHE are not used in the same way as other subjects due to the personal nature of the subject. Areas of strength or weakness can be highlighted using Target Tracker, using the PSED strand for EYFS and the PSHE statement group for KS1.

Section 4: Other Documents and Appendices

The PSHE and Relationships Education policy should be read in conjunction with our policies for curriculum, Teaching and Learning, Assessment, Child Protection, Safeguarding and Science.

Appendix 1: Curriculum Overview

Appendix 2: Book List and resources



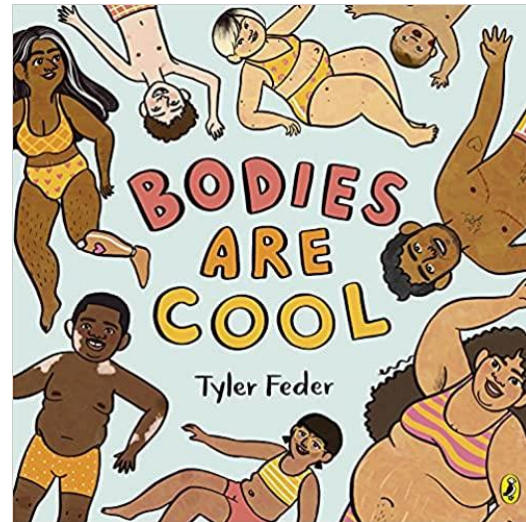
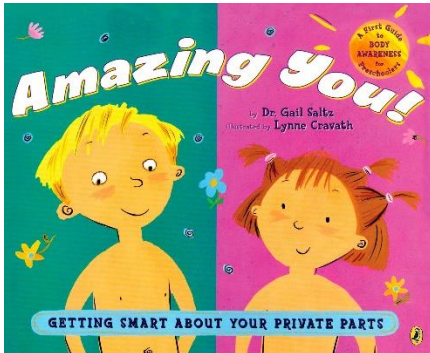
Appendix 1: Curriculum overview



Autumn: Relationships			Spring: Health and Wellbeing			Summer: Living in the wider world		
Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience	Money and work
Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community
Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money

Primary-age pupils will often ask their teachers or other adults difficult questions. These questions may be pertaining to sex or sexuality. If asked a question we will answer with a developmentally appropriate answer, however when talking about parts of the body we will use the scientific terms: penis, testicles, vagina and vulva. Children may also ask questions about the life cycle, again developmentally appropriate answers will be given whilst remaining aware that these kinds of discussions can affect children in different ways according to their experiences. When talking about life cycles we will again use the scientific terms of egg and sperm if required.

Appendix 2: Recommended books



We also use the following websites:

<https://www.pshe-association.org.uk/>

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

<https://www.gov.uk/government/publications/education-for-a-connected-world>