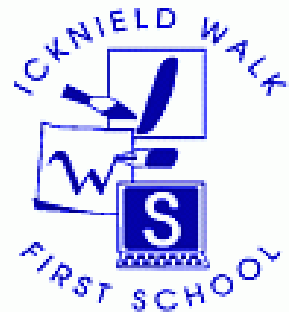


Icknield Walk First School



Personal Social and Health Education policy – (this policy also encompasses Relationships and Sex Education)

This policy was produced in consultation with the school community.

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of PSHE, which includes Sex Education at Icknield Walk First School.

Definition

Relationships, Sex and Health Education is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others. The term 'Relationships and Sex Education' (RSE) recognises that effective education can only take place when children are aware of how quality relationships can be sustained.

Regulatory Framework

This policy has been drawn up with assistance and guidance from The Department of Education Relationships Education, Relationships and Sex Education and Health Education (2020) and will be reviewed against any new government guidance. This policy has regard to the following guidance and advice; Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Intent

At Icknield Walk First School it is our intent to provide our children with the best possible start in life. We intend to make PSHE fun and enjoyable learning experience. We intend that PSHE supports our children to acquire the skills, knowledge and understanding to become healthy, resilient confident and independent members of society by:

- valuing relationships of all types – whether they be family, close friends or general acquaintances.
- promote equal opportunities and celebrating our similarities and differences.
- developing children's ability to communicate with each other and build relationships over time.
- providing children strategies for solving conflicts peacefully.
- giving children strategies for staying safe.
- helping children develop good self-esteem and to feel positive about themselves, to build self-confidence in decision making.
- helping children cope with the physical and emotional challenges and changes of growing up.
- ensuring children know and understand what constitutes a healthy lifestyle.
- raising awareness and provide strategies to support physical and mental health.
- developing children's interests and talents.

Implementation

Our teaching fits into three core themes with a particular focus each term:

- Health and Wellbeing
- Relationships
- Living in the Wider World.

The lessons are broken down into key themes, behaviours and knowledge to ensure progression throughout the school. We aim to implement this weekly through the specific teaching of age appropriate PSHE/RSE from the Foundation Stage through to Year 4 by revisiting and building upon previous learning and developing children's vocabulary. It is also implemented within other lessons such as science, computing, RE and English, through whole school assemblies, class assemblies and talking circles. We ensure this is implemented by:

- ensuring that our Relationships, Sex and Health policy meets the needs of all children including those with special educational needs.
- supporting children's emotional needs and mental health through working with the Emotional Wellbeing Mentor or other trained staff.
- providing opportunities for the children to go on residential trips.
- identifying some children need a more personalised approach which may be achieved through interventions such as 'Drawing and Talking' and protective behaviours work.
- helping the children understand how their behaviour can affect others.
- encouraging the children to talk about their feelings and using many feelings resources within class.
- helping the children to observe how our bodies are both similar and different.
- involving appropriate health care professionals in the education of the children (e.g. the school nurse).
- ensuring that resources, schemes of work and policies are regularly reviewed and kept up to date.
- using rich texts and 'No outsiders' resources to prepare children for modern life exploring diversity and different themes.

Dealing with sensitive questions

Most questions raised by children should be responded to in a plain, honest and straightforward manner. If a member of staff feels that it is inappropriate to answer a question in front of the rest of the class then they should arrange to see the child individually, either to answer the question or to explain why they feel that to answer it would be inappropriate. It is good practice to have another member of staff as a witness. It may also be appropriate to share and discuss questions with parents especially if questions are about an area outside of our agreed curriculum.

However, we would endeavour to answer all questions sensitively and accurately.

Child Protection and Confidentiality

If at any time a member of staff becomes aware, or suspects, a child might be the victim of some form of abuse they should follow the schools safeguarding procedures.

Assessment

Some aspects of sex and relationships education will be assessed through the Science Curriculum. Teachers assess the children's work in PSHE through formative assessment. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We report achievements of pupils in PSHE to parents each year.

In the E.Y.F.S. assessment is tracked using Development Matters and at the end of Reception the Early Learning Goals.

Resources

Resources that are specific to particular to a year group are kept within the appropriate year group. Each year group has a selection of 'No outsiders books.' Some resources are also held by the head teacher.

Roles and Responsibilities

This policy will be monitored by the Governors, Head Teacher and Subject Leader as appropriate and reviewed every 5 years. Any amendments will be carried out by engaging stakeholders.

Parents' Rights to Withdrawal

Parents have the right to request that their child be withdrawn from some or all of Sex Education. Any requests must be discussed with the Head Teacher and will be documented. There is no right to withdraw from Health and Relationships Education or from science.

Date agreed by staff: November 2024

Date for review: November 2029

Nursery	Autumn Term	Spring Term	Summer Term
	Marvellous Me!	The World Around Me!	Watch me grow!
Personal, Social and Emotional Development	Developing sense of ourselves, class and school community. Discussing likes/dislikes Discussing people who are important to them (family, friends etc) Talking about how we feel today – happy, sad, angry, scared Creating a whole class feelings display (based on The Colour Monster). Being a good friend; introducing our positive affirmations. Bonfire night safety What do we do to mark these celebrations – exchanging gifts, decorating homes etc.	Talking about how we feel today – happy, sad, angry, scared, using The Colour Monster display to express how we feel, recognise feelings in emotions and understand how we can change our feelings.	
		I am a good friend because... What would I do when...? Answering questions based on nursery experiences. Playing small group turn taking games (inside & outside) Making good choices, introducing consequences for our actions.	What have I enjoyed about being in nursery? What am I looking forward to about reception?

Reception	Autumn Term		Spring Term		Summer Term	
	Into the Woods	Winter Festivals	People who help us	Animals of the World	Mini-beasts	Fantasy and Adventure
Personal, Social and Emotional Development	Classroom rules and learning how to regulate behaviour. Managing themselves e.g. basic hygiene, putting on coats, being independent. Able to share, take turns and negotiate	Feelings and emotions Understanding others views and traditions: Diwali, Fireworks, Remembrance and Christmas	Discussing who helps at home and in our community How to build positive relationships Keeping safe Discussing how we can help and care for others. Learning about the importance of brushing our teeth and meeting other personal care needs independently	Opportunities to discuss favourite animals and why Respecting others opinions	Caring for the environment Caring for living things by understanding what it requires to survive/thrive	Confidently and respectfully sharing own stories Developing sense of ourselves, class and school community
	<p>Continuous Provision: School rules and routines, Feeling's tree discussions, keeping safe in and out of school, friendships and relationships, personal celebrations, meeting their own personal needs</p>					

Icknield Walk First School: Long-Term Overview (Also refer to the Science Curriculum)

	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	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	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
Year 2	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	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	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
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal hygiene routines	Medicines and household products; drugs common to everyday life

Promoting British Values at Icknield Walk First School

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

At Icknield Walk First School these values are reinforced regularly and in the following ways:

Democracy:

Pupils have the opportunity to have their voices heard through our Talking Circles and Pupil questionnaires as well as individual class circle times and discussions.

The Rule of Law:

The importance of Laws and rules includes talking to children about those that we use in school and in our classrooms and laws that we have for our country. We especially focus on this through school assemblies, circle time and when dealing with pupil behaviour. Pupils are taught the value and reasons behind laws, that they govern and protect us.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are taught how to exercise their personal freedom safely for example through our E-Safety and PSHE lessons.

Mutual Respect:

This is a key part of our school ethos. Our behaviour policy also revolves around the core value of ‘Respect’. Our pupils have been part of discussions and assemblies related to what this means and how it is shown. Our respect for others is reiterated through our classroom and learning rules, as well as expected behaviour. It is regarded as essential for all children and demonstrated clearly in the way in which year 4 carry out their SPOT jobs around the school.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions frequently involve these issues. Tolerance is a key theme followed and supported by learning in RE and PSHE