



Hindhayes Infant School

Curriculum for Life

Personal, Social and Health Education Policy
Including Relationship Education and
Citizenship.
March 2023

At Hindhayes, we believe success is based on the partnerships between pupils, staff and the parent community. We endeavour to enrich and develop each child to be a successful individual that will become an active community citizen of the future.

Approved on: _____

Signed: _____

Role: _____

Introduction

Personal, Social and Health Education, including Relationship Education and Citizenship is designed to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives in order to become informed, active, responsible citizens.

Aims

The PSHE Association outlines three key themes which are part of the national curriculum. These are; health and wellbeing, relationships and living in the wider world (the citizenship framework must be a focus here.)

- to develop self-confidence and self-esteem to form good relationships with other members of school and the wider community
- to be positive and active members of a democratic society
- to understand our common humanity, diversity and differences
- to understand what constitutes a healthy lifestyle
- to understand how to play an active role and make a positive contribution to the life of the school

Assessment For Learning

Our teachers assess the children's work in C4L both by making informal judgements, as they observe them during lessons. More formal assessment may be recorded in the class Curriculum for Life books alongside pupil voice and an outline of the weekly lesson. This is an ongoing record and may be updated through the week or term as teachers see fit. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year and at the end of Key Stage One.

We do not set formal tests or examinations in C4L. The assessments that we make of pupil achievement are positive and we report on these to parents in annual School reports and at Parent evenings.

Legal framework:

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- **[Draft regulations]** The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- **[Draft statutory guidance]** DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1'

Withdrawing from the subjects:

Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

Staff training:

All staff members at the school will undergo training on a regular basis to ensure they are up-to-date with the relationship and health education programme and associated issues.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Monitoring and review:

Relevant staff members will review this policy on an annual basis. The next scheduled review date for this policy is September 2022.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Equality and accessibility:

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about personal, social, relationships, citizenship and health education and the programme will be designed to be inclusive of all pupils.

• **CORE THEME 1: Relationships**

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

- For the purpose of this policy, “**relationships education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs.
- Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year through usual school systems e.g class teacher first, open door policy.
- At Hindhayes school, we do not teach pupils sex education beyond what is required of the science curriculum. If we consider it appropriate to talk to pupils about sexuality / LGBTQ+ or sexual behaviours it will be in response to the actions or words of children and we will ensure that this content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson and will be sensitive to the age of the children in our setting as well as being individualised or targeted at specific groups.

CORE THEME 2: Living in the wider world

(economic wellbeing and being a responsible citizen)

All teachers will follow the EYFS/ KS1 lesson plans and outcomes outlined in the Curriculum for Life planning

Through this teaching children will have the opportunity to learn:

- how to contribute to the life of the classroom
- to help construct, and agree to follow, group and class rules and to understand how these rules help them
- that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
- that they belong to various groups and communities such as family and school

CORE THEME 3: Health and wellbeing.

At Hindhayes the emotional health and well-being of all members of our school is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish. We promote positive emotional health and wellbeing pupils which enables children to better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

Aim:

That children in our school will develop the self-esteem, awareness and self-confidence to play an active part in school life and be valued and valuable members of their communities.

What is ‘good’ emotional health and wellbeing in our school?

- The ability to recognise, acknowledge and manage their feelings
- The ability to develop caring and concerns for others
- The ability to take responsibility for themselves and make practical decisions

The role of the Co-ordinator and Phase Leaders

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching C4L through and in other subjects/curriculum areas
- Circle Time approach
- Carrying out Specialised assemblies
- Arranging PSHE activities and school events
- Arranging Pastoral care and giving guidance
- Organising visiting speakers

Consultation with stakeholders:

We communicate with parents, pupils and staff; this may happen through curriculum letter, newsletters, theme weeks or days and letters.

The school understands the important role parents play in enhancing their children’s understanding of relationships and health. Similarly, we also understand how important parents’ views are in shaping the curriculum.

Parents are provided with the following information:

- The content of the Personal, Social, Health, Relationships and Citizenship Curriculum
- The delivery of this curriculum and how it is developed across the school.