



The Fawbert & Barnard Infants' School

RSHE Policy

**This policy was adopted by the Full Governing Body of
Fawbert & Barnard Infants School at the FGB meeting
held on:
April 2024**

Review due: April 2025

Signature Date.....
Head Teacher

Signature..... Date.....
Chair of Governors/Health and Safety Governor

Fawbert and Barnard Infant School

Relationship and Health Education policy

Policy Statement

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. (Relationships Education, Relationships and Sex and Health Education (RSHE) Guidance, Department of Education 2019)

Introduction

At F&B, children's wellbeing, happiness and safety are our main priority and we see Personal, Social, Health and Economic Education (PSHE), including RSHE, as being at the centre of all that we do. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Aims

The aim of RSHE at F&B 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 wellbeing. Good quality RSHE 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. RSHE is an integral element of personal, social, health and economics 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.

Consultation

This policy was developed by Esther Potma, PSHE Subject Leader, in consultation with SLT, staff and the link governor. It was approved by all governors and has been shared with all the parents. The policy is shared and discussed with the new school council children in September every year. Reception parents will be informed of PSHE and RSHE at F&B through an online consultation and/or workshop during Summer term each year. Termly PSHE/RSHE newsletters will inform the parents of what is being taught and the RSHE parent information (taught in Summer 2) can be found on our website.

Requirements on schools in law

At primary level Relationships Education and Health Education is statutory. It's important that parents know that there is no option to withdrawal from these subjects. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

Roles and Responsibilities

The PSHE leader is responsible for providing an overview of the subject across the school to inform staff planning and to advice in which the curriculum can be delivered in an effective and engaging way. The PSHE leader 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. They are responsible for ensuring that an overview of the subject is available on the school website. The PSHE leader also has a sound knowledge of the resources, which are available within school, and ensures that resources are replenished and updated as necessary. The PSHE leader is responsible for the planning and implementation of any subject specific events which are held at school.

Individual teachers are responsible for the day-to-day planning, delivery and assessment of the RSHE curriculum.

The link governor for PSHE is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year. He or she is responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the subject leader and consideration of the evidence gathered in the subject file. The governor will report on this to the curriculum committee. The work of the subject leader is also subject to review by the headteacher as part of our performance management arrangements.

Curriculum and Opportunities

The RSHE curriculum at Fawbert and Barnard Infants is taught as part of the National Curriculum Framework for PSHE and Citizenship. We follow the scheme of work produced by Coram Life Education: the SCARF programme - (Safety, Caring, Achievement, Resilience, Friendship). SCARF provides a whole-school, spiral curriculum to build essential foundations in Personal, Social, Health and Economic Education (PSHE) as well as RSHE- crucial for children to achieve their best, academically and socially.

SCARF's RSHE resources help children and young people to be safe, healthy and happy, both as they grow, and in their future lives. Delivered as part of PSHE and/or Science, they help schools meet their current SMSC (Spiritual, Moral, Social and Cultural) development, safeguarding, and emotional wellbeing requirements, as well as ensuring that they meet the requirements of the DfE Primary Relationships Education and Health Education Curriculum, and National Curriculum Science from 2020. See our separate policy for PSHE.

Work in this area is presented in diverse ways and a wide variety of opportunities are taken to extend pupils' learning.

- ◆ Weekly timetabled slots in which specific units from the SCARF scheme of work are covered.
- ◆ Work planned through links with other National Curriculum subjects e.g. Science.
- ◆ Regular classroom "Circle Times" as part of SCARF.
- ◆ An annual online workshop with a SCARF representative as part of the SCARF programme. (These visits also come with parent workshops and staff training.)
- ◆ Topics presented and discussed at assemblies.
- ◆ Half-termly assemblies by subject leader.
- ◆ Other, more informal opportunities to reinforce understanding, such as monitoring of the school's 'Healthy Snacks' policy.
- ◆ Participation in a variety of charity fundraising activities through the year which raise awareness of the needs of others.
- ◆ An elected School Council and Eco Council.
- ◆ Regular story times with books from the Well-being library.

Teaching and Learning Approaches

At different times a variety of approaches will be adopted.

For example:

- Whole class and group discussions on specific topics.
- Drama and role play dealing with issues raised.
- Problem solving exercises both as a whole class or in small groups.
- Playing games dealing with relevant issues or encouraging particular attitudes.

- Studying resources designed to stimulate thinking processes and discussions.
- Visiting speakers such as the police, religious speakers and health workers also contribute to the taught curriculum.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral lead Mrs Jones. Relevant leaflets, websites and posters can be found on our school website, on display in the Qube and in our pastoral offer referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

Planning

RSHE is taught through SCARF: this is an explicit, structured, whole-curriculum framework for teaching social, emotional and behavioural skills to all pupils and it is taught through a whole-school approach. It is a spiral curriculum which revisits each theme (and the skills associated with that theme) offering new ideas yearly. This introduces new and more challenging learning whilst building on what has been taught before.

Our long-term plans:

EYFS - Nursery

Autumn 1	Autumn 2	Spring 1
<i>Me and my relationships</i>	<i>Valuing difference</i>	<i>Keeping safe</i>
1. Marvellous me! 2. I am special. 3. People who are special to me.	1. Me and my friends. 2. Friends and family. 3. Including everyone.	1. People who help to keep me safe. 2. Safety indoors and outdoors. 3. What is safe to go into my body?
Spring 2	Summer 1	Summer 2
<i>Rights and respect</i>	<i>Being my best</i>	<i>Growing and changing</i>
1. Looking after myself. 2. Looking after others. 3. Looking after my environment.	1. What does my body need? 2. I can keep trying. 3. I can do it!	1. Growing and changing in nature. 2. When I was a baby. 3. Boys, girls and families.

EYFS - Reception

Autumn 1	Autumn 2	Spring 1
<i>Me and my relationships</i>	<i>Valuing difference</i>	<i>Keeping safe</i>
Wk 1 All about me. Wk 2 What makes me special. Wk 3 Me and my special people. Wk 4 Who can help me? Wk 5 My feelings (1). Wk 6 My feelings (2).	Wk 1 I am special, you are special. Wk 2 Same and different. Wk 3 Same and different families. Wk 4 Same and different homes. Wk 5 Kind and caring (1). Wk 6 I am a friend.	Wk 1 What's safe to go onto my body? Wk 2 Keeping Myself Safe - What's safe to go into my body (including medicines) Wk 3 Safe indoors and outdoors Wk 4 Listening to my feelings Wk 5 Keeping safe online Wk 6 People who help to keep me safe
Spring 2	Summer 1	Summer 2
<i>Rights and respect</i>	<i>Being my best</i>	<i>Growing and changing</i>
Wk 1 Looking after my special	Wk 1 Bouncing back when things go	Wk 1 Seasons

people Wk 2 Looking after my friends Wk 3 Being helpful at home and caring for our classroom Wk 4 Caring for our world Wk 5 Looking after money (1): recognising, spending, using Wk 6 Looking after money (2): saving money and keeping it safe	wrong Wk 2 Yes, I can! Wk 3 Healthy eating (1) Wk 4 My healthy mind Wk 5 Move your body Wk 6 A good night's sleep	Wk 2 Life stages - plants, animals, humans Wk 3 Life Stages: Human life stage - who will I be? Wk 4 Where do babies come from? Wk 5 Getting bigger Wk 6 Me and my body - girls and boys
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Year 1

Autumn 1	Autumn 2	Spring 1
<i>Me and my relationships</i>	<i>Valuing difference</i>	<i>Keeping safe</i>
Wk 1 Why we have classroom rules? Wk 2 How are you listening? Wk 3 Our feelings Wk 4 Feelings and bodies Wk 5 Our special people balloons Wk 6 Good friends Wk 7 Thinking about feelings	Wk 1 Same or different? Wk 2 Unkind, tease or bully? Wk 3 Harold's school rules Wk 4 It's not fair! Wk 5 Who are our special people? Wk 6 Our special people balloons	Wk 1 Super sleep Wk 2 Who can help? (1) Wk 3 Good or bad touches? Wk 5 Sharing pictures Wk 6 What could Harold do? Wk 7 Harold loses Geoffrey
Spring 2	Summer 1	Summer 2
<i>Rights and respect</i>	<i>Being my best</i>	<i>Growing and changing</i>
Wk 1 Harold has a bad day Wk 2 Around and about the school Wk 3 Taking care of something Wk 4 Harold's money Wk 5 How should we look after our money? Wk 6 Basic first aid	Wk 1 I can eat a rainbow Wk 2 Eat well Wk 3 Harold's wash and brush up. Wk 4 Catch it! Bin it! Kill it! Wk 5 Harold learns to ride his bike Wk 6 Pass on the praise!	Wk 1 Healthy me Wk 2 Then and now Wk 3 Taking care of a baby Wk 4 Who can help? (2) Wk 5 Surprises and secrets Wk 6 Keeping privates private

Year 2

Autumn 1	Autumn 2	Spring 1
<i>Me and my relationships</i>	<i>Valuing difference</i>	<i>Keeping safe</i>
Wk 1 Our ideal classroom (1). Wk 2 Our ideal classroom (2). Wk 3 How are you feeling today? Wk 4 Let's all be happy Wk 5 Being a good friend Wk 6 Types of bullying. Wk7 Don't do that! Wk 8 Bullying or teasing?	Wk 1 What makes us who we are? Wk 2 My special people. Wk 3 How do we make others feel? Wk 4 When someone is feeling left out. Wk 5 An act of kindness. Wk 6 Solve the problem.	Wk 1 Harold's picnic. Wk 2 How safe do you feel? Wk 3 What should Harold say? Wk 4 I don't like that! Wk 5 Fun or not? Wk 6 Should I tell?
Spring 2	Summer 1	Summer 2
<i>Rights and respect</i>	<i>Being my best</i>	<i>Growing and changing</i>
Wk 1 Getting on with others. Wk 2 When I feel like erupting. Wk 3 Feeling safe. Wk 4 How can we look after our environment? Wk 5 Harold saves for something	Wk 1 You can do it! Wk 2 My day. Wk 3 Harold's postcard: helping us the keep clean and healthy. Wk 4 Harold's bathroom. Wk 5 My body needs...	Wk 1 A helping hand. Wk 2 Sam moves out. Wk 3 Haven't you grown? Wk 4 My body, your body. Wk 5 Respecting privacy. Wk 6 Some secrets should never be kept.

special. Wk 6 Harold goes camping. Wk 7 Playing games (new)	Wk 6 What does my body do? Wk 7 Basic first aid	
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The DfE Relationships Education and Health Education statutory requirements are mapped against the SCARF lesson plans on the Coram Education website. Though the planning is behind a pay-wall a helpful FAQ guide can be found [here](#). For more information about how the requirements are mapped please contact the school to speak with the subject lead.

In addition to SCARF, we also use Thrive to teach children who struggle to access the SCARF materials and lessons important lessons about emotions, friendship, being healthy and growing up and staying safe.

Autumn term	Spring 1
<i>Emotions</i>	<i>Friendship</i>
Video 1: Happy Video 2: Sad Video 3: Frightened Video 4: Angry Video 5: Basic emotions Video 6: Frustrated Video 7: Embarrassed Video 8: Worried Video 9: Confused Video 10: Complex emotions	Video 1: Friendships Video 2: Features of friendship Video 3: Identity and values Video 4: Choosing friends Video 5: Making friends Video 6: Caring and uncaring friendships Video 7: Repairing friendships Video 8: Ending friendships Video 9: Caring friendships
Spring 2	Summer term
<i>Being healthy</i>	<i>Growing up and keeping safe</i>
Video 1: How can I be healthy? Video 2: Looking after ourselves Video 3: Who can I talk to about my health? Video 4: What is being active and how do I do it? Video 5: The importance of being active Video 6: A healthy daily routine Video 7: What is healthy eating? Video 8: Why is eating healthy important? Video 9: Preparing healthy meals Video 10: Being healthy	Video 1: public and private places Video 2: we all need privacy Video 3: My body, I'm a girl Video 4: My body, I'm a boy Video 5: Public and private activities Video 6: Appropriate touch Video 7: It's my body Video 8: How do I know you? Video 9: Touch control Video 10: Personal space

RSHE through Science

Year 1:

Learning objective: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Knowledge: The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. The five senses are hearing, sight, smell, taste and touch. Ears are used for hearing, eyes are used to see, the nose is used to smell, the tongue is used to taste and skin gives the sense of touch.

Year 2:

Learning objective: Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Knowledge: *Humans need water, food, air and shelter to survive.*

Learning objective: Notice that animals, including humans, have offspring which grow into adults.

Knowledge: *Human offspring go through different stages as they grow to become adults. These include baby, toddler, child, teenager, adult and elderly.*

Learning objective: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Knowledge: *A healthy lifestyle includes exercise, good personal hygiene, good quality sleep and a balanced diet. Risks associated with an unhealthy lifestyle include obesity, tooth decay and mental health problems.*

Links with other Policies

There are elements of PSHE throughout the curriculum and these links are planned into the work covered at all stages. There are, however, specific links with the following policies:

- ◆ Anti racist/ Racial Harassment Policy
- ◆ Behaviour Policy
- ◆ British Values (see website)
- ◆ Equal Opportunity and Inclusion Policy
- ◆ Multicultural Education Policy
- ◆ Collective Worship Policy
- ◆ R.E. Policy
- ◆ P.E. policy
- ◆ Drug Education Policy
- ◆ Science Policy
- ◆ PSHE policy
- ◆ Child protection Policy

Monitoring, Assessment, Evaluation and Reporting to Parents

We use three methods of monitoring and assessing learning within PSHE at F&B:

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting

colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

- The PSHE Subject Leader monitors planning and undertakes classroom observations.
- PSHE is assessed at the end of every term, using the SCARF 'End of Unit' assessment sheets, and data is collected in SIMS for SLT and the subject leader to analyse.
- Progress is reported to parents on the annual report.
- PSHE is regularly evaluated by the subject leader. The views of pupils, parents and teachers are used to make changes and improvements on an ongoing basis. The PSHE 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. Any changes or updates to the Relationship Education curriculum will be discussed with staff during staff meetings.

Early Years Foundation Stage

Assessment is based on the teacher's (and other practitioners) own judgement based on observation of the children. This is done during Child Initiated Learning time (ChIL) as well as assessments from adult directed activities.

PSHE is assessed as part of the Personal, Social and Emotional Development (PSED) Area of Learning within the Foundation Stage Profile at the end of Year R as a summative assessment. There are three specific Early Learning Goals (ELGs) in which Year R children are assessed as part of this:

- Self Confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

On entry to Nursery and Reception and at the end of each term, assessments are also made for each child's attainment through the PSED Early Years Outcome statements which lead up to the ELGs.

In Key Stage 1 the teachers assess progress based on the key skills for each foundation subject. Each class is assessed against each SCARF theme, throughout the year, and children who need more support in a particular theme are recorded in green against that theme. This then enables the teachers and PSHE subject leader to monitor the vulnerable children within each class and to help support those children further in the next SCARF theme. These assessments are then passed onto the next teacher throughout both Key Stage 1 at Fawbert & Barnard and Key Stage 2 at Reedings.

Equal Opportunities

All pupils (regardless of gender, cultural background, religion, class, disability and ability) will have the opportunity to achieve the highest possible achievements without making impossible demands on them.

All children will be encouraged to value their own and other people's contributions.

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bisexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

For further details, see the School's Equality Scheme.

Date of policy: April 2024

Review date: April 2025