

Hillcrest Early Years Academy



Personal, Social and Health Education (PSHE) and Relationship and Health Education Policy (RHE)

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Aims

The aims of Personal, Social and Health Education (PSHE) and Relationships and Health education (RHE) at our academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Hillcrest Early Years Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Through the use of The Jigsaw Programme, we ensure a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory requirements

As an infant academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. Due to the age of the children at Hillcrest Early Years Academy, no sex education will be taught.

In teaching RHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

The Education Reform Act 1988 and The Education Act 2002, Section 1, places upon us a statutory responsibility to provide a broad and balanced curriculum, which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and society

- Prepares pupils for the opportunities, responsibilities and experiences of adult life. Relationships and Health Education is a lifelong learning about physical, moral and emotional development. It is about the importance of family life, stable and loving relationships, respect, love and care.

At Hillcrest Early Years Academy we teach PSHE and RHE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

Pupil consultation – we investigated what exactly pupils want from their RHE

Ratification – once amendments were made, the policy was shared with trustees and ratified

Definition

PSHE/RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information, and exploring issues and values.

Curriculum

Our curriculum is outlined using Jigsaw PSHE but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Implementation

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Hillcrest Early Years Academy, we allocate 1 lesson (approx. 45mins to 1 hour) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward system (The Gem Project), Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

PSHE and Relationships and Health Education in our academy will be met through a planned programme of work in Science and RHE. These provide a structured progression from the Foundation Stage through to the end of Key Stage One. It will be provided mainly by the teaching

staff within the school. It is also important to note that Midday Supervisors provide a lot of support for the development of social relationships during lunchtime and playtime, ensuring a commitment to equality running through the life of the academy.

The academy may use resources such as those from Childline or the NSPCC to support the work on this area of the curriculum. Other resources will be used such as videos, film clips and a range of age appropriate texts to promote and aid the children's understanding within this area, promoting an understanding within a values context underpinning our school values. These resources reflect diversity at an age-appropriate level.

In order for implementation to be highly effective we strive to:

- answer honestly, and at the appropriate level without unnecessary detail, the legitimate questions of nursery and infant children
- stress the loving context of parental relationships and the responsibility of parenthood
- be aware that all families are not the same and that all children feel that the school reflects, respects and understands their family setting.
- state the importance of opportunities for children to share concerns with their teacher
- inform children of the right to privacy as they grow older
- stress the inappropriateness of threats and bad secrets and the importance of telling a familiar adult anything that worries you
- ensure that children develop respect for themselves.
- ensure children are understanding and show a mutual respect towards others and their parents irrespective of their sexuality, race, ethnicity or religion

The interaction between PSHE education and other subjects

Foundation Stage

Personal, Social and Emotional Development (PSED)

Pupils are taught in a graduated objective led approach about:

Self-Regulation

To show understanding of their own feelings and those of other and begin to regulate their behaviour accordingly. Children will set and work towards simple goals. Being able to wait for what they want and control their immediate impulses when appropriate. Children can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas of actions.

Managing Self

Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. They are able to explain the reasons for rules, know right from wrong and try to behave accordingly. They are able to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Children can work and play cooperatively and take turns with others. They can form positive relationships to adults and friendships with peers. They can show sensitivity to their own and to others needs.

In order that Relationships and Health Education is to be inclusive, teachers will present the subject using a range of strategies, with the aim of reaching all pupils regardless of age, ability, gender and ethnicity.

Key Stage 1

Science

At Key Stage 1 the children are taught the requirements of the National Curriculum Programmes of Study 2014 Animals, including humans.

Year 1

Statutory: Pupils are taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Non-statutory: Pupils have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, action songs and rhymes.

Year 2

Statutory: Pupils are taught to notice that animals, including humans, have offspring which grow into adults.

Non-statutory: Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that will help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken. Egg, caterpillar, pupa, butterfly. Spawn, tadpole, frog. Lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum (scientific names for genitalia), and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The Board of Members

The Board of Members will hold the Board of Trustees to account to ensure that there is sufficient challenge so that there is highly effective practice and leadership in place.

The Board of trustees

The Board of Trustees will approve the RHE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the academy. Due to the age of the children, sex education will not be taught and as such there can be no requests to withdraw as relationship education is compulsory. We are aware that some cultures may be uncomfortable with the scientific names for genitalia being used. Requests for staff to not use scientific names for genitalia will be considered on an individual basis with the family and due consideration given, with support from the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

All staff members are responsible for teaching RHE. As there is no sex education element to our curriculum due to the age of our children, all staff are trained and supported to deliver the curriculum to all children. If you have any questions regarding the RHE curriculum, please speak to

Miss C Jones (RHE lead), Mr C Inman (Assistant Headteacher/DSL/SENCo) or Miss S Stokes (Headteacher)/ Mr L Commander (Acting Headteacher).

Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Training

Staff are trained on the delivery of PSHE and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the academy, such as school nurses, to provide support and training to staff teaching RHE.

Monitoring arrangements

The delivery of RHE is monitored by Miss C Jones (RHE Lead) and Miss S Stokes (Headteacher) through:

- Planning scrutinies
- Learning walks
- Observations
- Scrutinises of work/Tapestry

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Miss C Jones (RHE Lead), biannually unless further updates are required. At every review, the policy will be approved by the Board of Trustees

