

Benhall Infant School and Pre-School Personal,

Social and Health Education Policy

Policy Review Details			
Is the policy working and effective? Yes No			
Has the policy been changed? Yes No			
If changed what reason?	Change in Legislation	In light of recent event	Other Please give brief reason

Member of Staff Responsible: Amber Pates/Chris Jarvis

Date of Last Review: Summer 2021

Date of Next Review: Autumn 2022

INTRODUCTION

Relationships Education and Health Education (RHE) are statutory in primary schools.

Relationships and Sex Education (RSE) is optional. At Benhall, while we recognise the value of Sex Education, we believe we cover the key aspects of this through the existing curriculum and this lies beyond the scope of this policy.

RHE at Benhall will be taught in compliance with the requirements of The Equality Act (2010) and the SEND Code of Practice.

The policy was produced in consultation with the teaching staff and leadership of Benhall School, in consultation with representatives of the Governing Body. It be approved by the governing body and reviewed in line with DfE review or every 3 years, whichever is sooner.

What is Relationships Education and Health Education. (RHE)

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.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new

subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable.

Responsibility for delivery

Class teachers are responsible for planning, teaching and assessing the RSHE curriculum. Elements of the content may be delivered by other adults eg PE specialists covering PPA, Teaching Partners working in provision, visitors providing one-offs. All adults in the school have a responsibility to work with children in a way that reflects the values and aims of this policy. Transaction of the content will be made accessible to all pupils, including those with SEND.

Governors

The governing body or management committee will make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Parental Involvement

Parents are key partners in education and we believe consistency of messaging and approach support good outcomes. In accordance with DfE guidance, the policy and content of RHE at Benhall was planned to be developed in consultation with parents, however the Covid situation has limited consultation and a review is recommended when the situation changes. Parents have no right to withdraw their child from any part of the RHE curriculum as distinct from the Sex Education elements of Relationships and Sex Education.

Content

The DfE guidance does not separate the learning outcomes for Infant schools. The requirements for primary schools are in the main appropriate content for younger children, however most infants, attainment will be stages on a journey towards final outcomes and vocabulary will be adapted. The outcomes in the Appendix are those specified in the statutory guidance, interpreted to KS1; alongside these is the school's plan to meet these outcomes. Class meetings and assemblies will address the suggested key questions; the format (discussion, games, activities) will be determined by the class teacher.

Outcomes and provision

The staff has audited existing provision with regard to the proposed outcomes. Where material is already taught effectively, this will be continued; where material is taught but could be delivered more effectively, existing provision has been updated and refreshed; where content has not been previously taught, this has been added; where content has been judged to be developmentally inappropriate for Benhall children, it has not been included. The curriculum map is included as an appendix.

Relationships Education, RSE and Health Education complement several national curriculum subjects. The Benhall philosophy is to take opportunities to draw links between the subjects and integrate teaching where appropriate.

Assessment

At Benhall, we have high expectations for the quality of work on these subjects. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.

Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. These would include Leuven reports, PE assessments, Support Plans and daily monitoring of pupil wellbeing.

Appendix – Curriculum Map (Draft)

Relationships Education and Sex Education

Statutory requirement	Our Statement	Reception	Year 1	Year 2
<p>Families and people who care for me</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and 	<p>My family cares for me and this helps me feel safe and loved.</p> <p>Families are important because they should help care for each other during happy and more difficult times.</p> <p>Not all families look the same but they should still all be a source of love and care.</p> <p>We should feel safe in our families.</p>	<p>Topic work</p>	<p>To revisit as relevant/appropriate.</p> <p>If family circumstances change, more support may be appropriate eg 1:1 special time.</p>	

are important for children’s security as they grow up.			
Key vocabulary	Family, child, relationship, blended, adopted, fostered, birth, parent, child, sibling, care support, responsibility, safe, secure		

Statutory requirement	Our Statement	Reception	Year 1	Year 2
<p>Caring friendships</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even 	<p>We feel good when we have happy friendships.</p> <p>We are honest and kind with friends; we look after each other.</p> <p>We don’t leave others out.</p> <p>It’s OK to play with different children – you are still friends and the friendships are OK</p> <p>Friends can fall out and still be friends again. We can be angry and still care enough to do the right thing.</p> <p>A real friend isn’t someone who makes me feel sad or afraid all the time.</p>	<p>Class meetings</p> <p><i>How do my friends make me feel?</i></p> <p><i>What does a good friend look like?</i></p> <p><i>What do friends do?</i></p> <p><i>How many friends can I have?</i></p> <p><i>What happens when I fall out with my friend?</i></p> <p><i>How do I know a real friend?</i></p>		

<p>strengthened, and that resorting to violence is never right.</p> <ul style="list-style-type: none"> • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 		<p><i>Can I choose my own friends?</i></p>
<p>Key Vocabulary</p>	<p>Mutual, respect, loyalty, kindness, generosity, trust, interests, excluded, judge, uncomfortable, manage, conflict, positive, negative</p>	

Statutory requirement	Our Statement	Reception	Year 1	Year 2
<p>Respectful relationships</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<p>All humans deserve respect even if they are different from me.</p> <p>I can show respect and ask for respect.</p> <p>Politeness is an important way to show respect.</p> <p>We should expect to give and get respect.</p>	<p>Values Assemblies, linked to School Rules – Respectful, Ready, Safe</p> <p><i>What is respect? What isn't respect? Why is respect for others important?</i></p> <p><i>How can I show respect?</i></p> <p><i>What are good manners?</i></p>		

<ul style="list-style-type: none"> • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<p>We treat others with respect even if we can't see them.</p> <p>We keep safe online the same way that we keep safe in the park! That's why we're not allowed to do some things.</p>	<p><i>Who do I go to if I see something that worries me?</i></p>
<p>Key Vocabulary</p>	<p>Online, physical, risk, respect, harmful</p>	

Statutory requirement	Our Statement	Reception	Year 1	Year 2
<p>Being safe</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • that each person's body belongs to them, and the differences between appropriate 	<p>Friends show respect for other's privacy and feelings.</p> <p>I know the difference between touches that are safe and touches that are not.</p>	<p>NA</p>	<p>Class meetings</p> <p><i>What is friendship?</i></p> <p><i>What is a safe touch?</i></p> <p><i>What can I do if I feel unsafe?</i></p>	

<p>and inappropriate or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	<p>I only talk with adults my parents know are safe.</p>		<p>NSPCC visit</p> <p>PANTS rules</p>
Key vocabulary	privacy		

Statutory requirement	Our Statement	Reception	Year 1	Year 2
<p>Mental wellbeing</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when 	<p>Feeling healthy is part of being healthy.</p> <p>I will feel different emotions at different times. This is normal and OK.</p> <p>I can name the feelings I have.</p> <p>I can learn to calm myself and keep myself and others safe.</p> <p>There are many things I can do to help myself feel good.</p>	<p>Class meetings</p> <p><i>Feeling good in my head is part of being healthy.</i></p> <p><i>What are my feelings? What makes me feel different feelings?</i></p> <p><i>How can I describe how I feel? Why is this important?</i></p> <p><i>What can I do when I feel this way?</i></p>		

<p>talking about their own and others' feelings.</p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their 	<p>Other people can be helpful when I feel bad.</p> <p>Parents and teachers are there to help and care for me.</p>	<p><i>What helps me feel good?</i></p> <p><i>Who might help me when I feel bad?</i></p>
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emotions (including issues arising online).				
<ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	We will keep our school free of bullies because the hurt they make can last.			Class meeting to follow internet safety day <i>Bullying - What happens inside us?</i>
Key Vocabulary	Anger, fear, surprise, nervous, anxious, confused, embarrassed, lonely, worried, calm, determined, powerful, certain, emotion, wellbeing.			

Statutory requirement	Our Statement	Reception	Year 1	Year 2
Internet safety and harms Pupils should know <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and know how to recognise and display 	The internet can be wonderful! It isn't good for us to spend too much time looking at screens. We treat others with respect even if we can't see them. We keep safe online the same way that we keep safe in the park! That's why we're not allowed to do some things.	Internet Safety Day – Assembly Signposting to parents – newsletters, website links Parent workshop		

<p>respectful behaviour on line and the importance of keeping personal information private.</p> <ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. 		
Key Vocabulary	Online, physical, risk, respect, harmful, social network, information, personal, private, secure, positive, negative	

Statutory requirement	Our Statement	Reception	Year 1	Year 2
<p>Physical health and fitness</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 	<p>Being active is good for my body, my brain and my feelings.</p> <p>There are lots of ways I can be active. Being active regularly is important.</p>	<p>PE lessons - explicit teaching as part of context for movement</p> <p>Daily mile</p> <p>Balance Ability</p>		
Key Vocabulary	Exercise, routine, physical, mental, active, wellbeing.			

Statutory requirement	Our Statement	Reception	Year 1	Year 2
Healthy eating				Science topic work

<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>We need energy from food. Protein helps us build and repair our bodies; fat and carbohydrates give us energy; water, fruit and vegetables help keep our bodies working properly.</p> <p>Too much of some foods is not good for us. A healthy/unhealthy meal isn't the same as a healthy/unhealthy diet – we need a variety of foods.</p>		
<p>Key vocabulary</p>	<p>Diet, protein, carbohydrate, fat, vitamin, mineral, meal, energy, healthy, unhealthy, alcohol, sugars, growth, repair, variety</p>		

Statutory requirement	Our Statement	Reception	Year 1	Year 2
<p>Drugs, alcohol and tobacco</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>If we are ill we may be given medicine.</p> <p>Medicines are only safe if supervised by safe adults.</p> <p>We should never take medicines ourselves.</p>	<p>Safety Assembly</p> <p>What is a drug? What is a medicine?</p>		
<p>Key Vocabulary</p>	<p>Drug, medicine, legal, illegal, alcohol, risk, tobacco, vape, harmful.</p>			

Statutory requirement	Our Statement	Reception	Year 1	Year 2
<p>Health and prevention</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. 	<p>Too much sun can hurt and damage my skin.</p> <p>I can protect myself with sun-cream, covering up and finding shade.</p> <p>I need to keep my teeth clean to keep them healthy.</p> <p>Some bacteria and viruses are dangerous.</p> <p>I need to use tissues and wash my hands so germs don't spread.</p> <p>Vaccinations can help my body fight diseases and keep me safe.</p>	<p>Sun safety assembly</p> <p>Science Work</p> <p>Regular Covid-safe practice</p> <p>Class assembly relating to annual vaccination programme</p>		
Key Vocabulary	Bacteria, virus, hygiene, vaccination, immunisation, disease, allergy, science, recovery, dental, infection			

Statutory requirement	Our Statement	Reception	Year 1	Year 2
Basic first aid		Topic Work	Children's First Aid training (Annual)	

<p>Pupils should know:</p> <ul style="list-style-type: none">• how to make a clear and efficient call to emergency services if necessary.			
<p>Key Vocabulary</p>	<p>Emergency, service, police, fire, ambulance, coastguard, mountain rescue, breathing, airway, recovery, bleeding, fracture, asthma, allergy.</p>		