

## Policy: Relationship Education and PHSE

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## Our Core Values

RESPECT, RESPONSIBILITY, RESILIENCE

These 3 core values underpin the ethos of Abbey School. Our young pupils are encouraged to understand these values and how they develop, initially, at the micro level around themselves, their friendships, their families and our school. Later, our older pupils begin to understand how these self-same values affect our lives on the macro level, with all this means for their lives as they grow into adults and their environment of Devon, the United Kingdom, and also the planet in which we live.

## Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

**The Health Education and Relationships Education (primary) will be compulsory in all schools from September 2020.** PSHE education is already compulsory in independent schools so Health Education won't be a 'new' requirement, though independents will be expected to draw on the statutory guidance for Health Education when planning their PSHE education.

## Rationale

Relationship Education will now be incorporated into our previous PSHE, personal, social and health education which will give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed active responsible citizens.

Relationship Education and PSHE helps pupils to: -

- Acquire knowledge and understanding of themselves of others and of the world they live in.
- Develop skills for living
- Understand and manage their emotions
- Become morally and socially responsible
- Take on a range of roles and relationships
- Value themselves and respect others
- Contribute to their community
- Appreciate difference and diversity
- Participate actively in our democracy
- Safeguard the environment
- Act in the wider world in a way that makes the most of their own and others human potential.

## Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

PSHE teaching aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives. PSHE underpins life at Abbey School connecting to our School Vision, School Values and the British Values.

The Department for Education (DfE) is clear that PSHE is an 'important and necessary' part of children's education. 'Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.'

The aims of Relationship Education and PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able:

- To have respect for themselves and others, valuing the differences and similarities between people;
- To develop good relationships with other members of the school and wider community;

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- To be independent, self-disciplined and responsible members of society;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- To know and understand what constitutes a healthy lifestyle;
- Children will be aware of safety issues and manage risk in their own lives.
- To be aware of potential risks in the online world and how best we can stay safe.
- Our Relationship and PSHE education promotes the school values of resilience, respect, responsibility.

## Guidelines

These key elements are taught through three strands as recommended by the PSHE Association.

- Health and Wellbeing
- Relationships
- Living in the Wider World; economic wellbeing and being a responsible citizen

In order to cover these strands, we use the Relationship and PSHE scheme of work, 1decision.

## Planning

1. Every class has a timetabled session of Relationship Education (RE) and PSHE every week. This lesson will follow the planned 1decision scheme of work. Through this scheme of work, we cover the statutory guidance for Relationship Education (RE) and PSHE.
2. In addition to this, RE and PSHE is also taught within other subject areas and as part of cross-curricular projects.
3. RE and PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional circle time session in response to a particular event or issue.
4. Whole school and class assemblies provide opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement. This also includes themed days/weeks like Anti-Bullying week.
5. All teaching staff will use a scheme of work called 1decision, which builds on prior knowledge each year and allows children time to deepen understanding on different subjects within the RE and PSHE curriculum.
6. Through the use of worksheets presented in project files, children and adults can track progress and areas of support, guidance or extra teaching can be identified.

Below are guidelines of subjects covered, each linking directly to the statutory requirements of health education and relationships education highlighted within the government documentation.

EYFS: In the Early Years Foundation Stage, teachers will plan from children's own experiences through the seven areas of learning. Children are supported to progress their Personal, Social and Emotional Development daily through play-based activities and role play. Play is an important vehicle for learning and appropriate resources are provided both within and outside the classroom. Adults in the EYFS are able to have numerous opportunities daily to link PSED cross curricular. The 1decision 'Rainbow Drops' can be taught in any order linked with the PSED prime area of the EYFS.

KS1: Topics covered; Staying safe, Keeping Healthy, Relationships. Being Responsible, Feelings and Emotions, Computer Safety, Money Matters and Hazard Watch.

KS2: Topics covered; Staying safe, Keeping Healthy, Relationships. Being Responsible, Feelings and Emotions, Computer Safety, The Working World, A World Without Judgement.

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### Answering difficult questions

Teachers must carefully ensure that their personal beliefs and attitudes do not influence the teaching of RE and PSHE. There must be clear parameters about what are appropriate and inappropriate discussions in class. Teachers must set the tone so that issues are discussed in a sensitive, sensible, age-appropriate and matter-of-fact way. It is important that teachers note down any concerns and follow the usual safeguarding procedure – which can be found in our Safeguarding Policy.

## Assessment and Progression

Reference is made here to key statements for RE and PSHE from 1decision.

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

- The children's work is collated into a 1Decision Project File. This will act as evidence of the work the children have been involved in and document their learning experiences.
- As part of 1decision there are specific lessons where children can use their workbooks to reflect back on all the work they have done in the programme and talk through what they have achieved, how they have grown as a person and what lessons they have learned. We believe this reflection is essential to build personal identity and self-esteem.
- These Project Files are kept from Year 3 up until Year 6 and can be used for teacher's summative and formative assessment against the statutory guidelines.
- The person responsible for RSE in schools will monitor progress and evaluate on the effectiveness of lessons and programmes of study regularly, using evidence from workbooks, discussions with staff and pupils as a basis for teaching guidelines in accordance with DFE guidelines.
- The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'. The end of year expectations can be found in the PSHE subject file.
- Teachers may also assess through the use of informal judgements as they observe them during lessons and at other times around school.

### Providing opportunity for assessment could include:

- Demonstrating their understanding through talks, presentations.
- Contribute to discussion or debate.
- Demonstrate skills through role-play.
- Write letter to outside agencies
- Help to plan visits or for visitors to school.
- Circle times

## Special Educational Needs and Equal Opportunities

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring the curriculum and learning is tailored for every individual child.

Allowances will be made for children who may be classed as vulnerable or for potentially sensitive issues. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access RE and PSHE education provision. We expect our pupils to consider others' needs by following the school's vision and values of respect, reminding them of this and promoting the correct and sensitive behaviour. We will use RE and PSHE education as a way to address diversity issues and to ensure equality for all.

We recognise the right for all pupils to have access to RE and PSHE education learning which meets their needs. We will use a scheme of work which best suits our children, decided through consultation

with RE and PSHE advisors, the subject co-ordinator and the head teacher. We will ensure that pupils with SEND receive access to RE and PSHE through differentiation of work and access to lessons and objectives suitable for their ability and maturity, as well as their understanding.

### Health and Safety

Through our procedures we aim to ensure a safe environment in which children are able to learn.

We also ensure any outside agencies used to contribute to RE and PSHE programmes of work are suitable. Many agencies have their own guidelines and codes of practice.

### Will Relationship Education be taught at my child's school?

Relationships Education (RE) in primary schools is a new development (2020) and is compulsory, meaning that there is no opt-out for parents. It will teach children about healthy relationships, including the concepts of friendship, consent and privacy. It does not involve sex education.

### What is Relationship Education?

The government describes RE as "the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."

### Pupils will be taught about topics including:

- what a relationship is
- what friendship is
- what family means and who the people are who can support them
- how to take turns
- how to treat each other with kindness, consideration and respect
- the importance of honesty and truthfulness, permission seeking and giving
- the concept of personal privacy

DfE guidance includes reference to 'different types of committed and stable relationships'. There is particular reference to teaching about marriage and civil partnerships as 'formally and legally recognised' forms of long-term commitment. This is introduced in primary and expanded upon once students reach secondary school. Teaching more specifically about consent takes place at secondary school level. [See p 19 of the government's draft guidance](#) for more details about RE course content.

### Can I withdraw my child from Relationship Education lessons?

There is no right for parents to withdraw their child from RE. Parliament agreed that the content of RE, such as friendships and staying safe, is important for all children to learn, which is why no provision was made for parents to withdraw their child.

In Year 6, the pupils will have the option to opt out of sex education, this is the teaching of conception. A letter of consent will be sent before teaching this unit of work detailing what will be covered, and any resources used.

### Relationship Education expectations

**By the end of primary, pupils will need to know:**

#### Families and people who care for the pupil

- 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 are important for children's security as they grow up
- That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### Caring friendships

- 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 strengthened, and that resorting to violence is never right
- 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

### Respectful relationships

- The importance of respecting others, even when they're very different (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
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

### Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- 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
- How information and data is shared and used online

### Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school and/or other sources)

## Health Education expectations

**By the end of primary, pupils will need to know:**

### Mental wellbeing

- 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 talking about their own and others' feelings
- How to judge whether what they're feeling and how they're 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's very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

### Internet safety and harms

- 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 respectful behaviour online and the importance of keeping personal information private

- Why social media, some computer games and online gaming, for example, are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- Where and how to report concerns and get support with issues online

### Physical health and fitness

- 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
- The risks associated with an inactive lifestyle (including obesity)
- How and when to seek support including which adults to speak to in school if they're worried about their health
- Healthy eating
- 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)

### Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

### Health and prevention

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- 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're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

### Basic first aid

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

### Changing adolescent bodies (taught in Year 6)

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle



## Evaluation of Policy

A review involving teaching and other staff will take place a year after the implementation of this policy. We will use the following criteria as a measure of success.

- Has the quality of pupils' learning been enhanced?
- Has the standard of learning improved?
- Is the whole school consistent in: -
  - Methodology.
  - Understanding the requirements of the Programmes of Study.
  - Presentation of pupils' work.
- Are teachers' plans accurate and covering the requirements?
- Assessment and marking where appropriate.
- Has any part of the policy been difficult to implement?

The RE and PSHE Coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of RE and PSHE, by passing on information and ideas, and delivering staff training as appropriate. We also hold regular staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources.