



Hampreston CE VA First School

Policy | Plan | Progression 2022/23

Vision

From September 2020 it became statutory for all schools to teach relationships and sex education/RSE and Health Education/ HE.

At Hampreston, we see this as an opportunity to teach the children about positive relationships both within school and outside of school. It is an important area of the curriculum to ensure that children: understand healthy friendship and relationships; know how to keep themselves safe from abuse; understand how families might be different to one another; understand their own physical and mental wellbeing; begin to learn some basic first aid.

As a Christian school, it is important to us to ensure that we retain our Christian ethos whilst preparing our children for the wider world. With this in mind, we have carefully considered our approaches to the aforementioned topics. We have ensured that the curriculum is planned to be age appropriate to meet the needs of our children, and have chosen to use the SCARF Relationship scheme of work. We feel that this approach is gentle but robust enough to ensure that children most importantly know how to keep themselves safe and understand the role of positive relationships for them and for others.

As a first school, our children only reach the age of 9 during their time at Hampreston, and as such, we have decided that because sex education is advisory at Primary School Level (up to age 11), that we will take the approach to Sex Education that it should focus primarily on teaching children the correct body names and why these parts are private.

Why We Believe *PSHE and RSE* is Important

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Mental Health and Wellbeing

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

Subject Statement

Intent

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Implementation (*how we plan and teach, approaches, visits etc.*)

At Hampreston First School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Lucy Al-Masri, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE and RSE confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE and RSE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE or RSE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE and RSE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE and RSE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

Impact *(includes assessment & how we know PSHE and RSE is good)*

Teachers are at liberty to decide the most appropriate way to monitor, evaluate and assess each PSHE topic as this may differ between topics. The three methods of monitoring and assessing learning within PSHE at Hampreston First School are:

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.

Wearing my SCARF -This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

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.

PSHE and RSE Curriculum Overview

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE and R(S)E is about making connections; it's strongly linked to child-led activities, including play. PSHE and R(S)E is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

Autumn 1 - *Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;*

Autumn 2 - *Valuing Difference: a focus on respectful relationships and British values;*

Spring 1 - *Keeping Myself Safe: looking at keeping ourselves healthy and safe, **includes RSE content***

Spring 2 - *Rights and Responsibilities: learning about money, living the wider world and the environment;*

Summer 1 - *Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;*

Summer 2 - *Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe, **includes RSE content.***

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

As a first school, we do not explicitly teach Sex Education, as we feel it is more appropriate for children in years 5 and 6.

Parents are encouraged to seek further information from their class teacher, if they would like more details about the RSE content in Spring 1 and Summer 2.

Promoting British Values Through PSHE

Each year group will cover the half term topic called 'Valuing Difference'.

Spiritual, Moral, Social and Cultural Aspects

The SCARF PSHE and RSE programme includes aspects of Spiritual, Moral, Social and Cultural themes throughout its curriculum. Children will be taught to explore themes in a range of different ways.

Inclusion & Equal Opportunities

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 ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

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, bi-sexual 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.

Parents have the right to request that their child be withdrawn from some or all the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff. However, we do not cover any non-statutory curriculum, and therefore parents do not have the right to withdraw from our PSHE lessons although we encourage dialogue with parents/carers about any concerns they may have and seek to alleviate any worries.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Parents will be able to access what will be taught via our school website. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	<ul style="list-style-type: none"> • What makes me special • People close to me • Getting help 	<ul style="list-style-type: none"> • Similarities and difference • Celebrating difference • Showing kindness 	<ul style="list-style-type: none"> • Keeping my body safe • Safe secrets and touches • People who help to keep us safe 	<ul style="list-style-type: none"> • Looking after things: friends, environment, money 	<ul style="list-style-type: none"> • Keeping my body healthy – food, exercise, sleep • Growth Mindset 	<ul style="list-style-type: none"> • Cycles • Life stages • Girls and boys – similarities and difference
Y1	<ul style="list-style-type: none"> • Feelings • Getting help • Classroom rules • Special people • Being a good friend 	<ul style="list-style-type: none"> • Recognising, valuing, and celebrating difference • Developing respect and accepting others • Bullying and getting help 	<ul style="list-style-type: none"> • How our feelings can keep us safe – including online safety • Safe and unsafe touches • Medicine Safety • Sleep 	<ul style="list-style-type: none"> • Taking care of things: <ul style="list-style-type: none"> • Myself • My money • My environment 	<ul style="list-style-type: none"> • Growth Mindset • Healthy eating • Hygiene and health • Cooperation 	<ul style="list-style-type: none"> • Getting help • Becoming independent • My body parts • Taking care of self and others
Y2	<ul style="list-style-type: none"> • Bullying and teasing • Our school rules about bullying • Being a good friend • Feelings/self-regulation 	<ul style="list-style-type: none"> • Being kind and helping others • Celebrating difference • People who help us • Listening Skills 	<ul style="list-style-type: none"> • Safe and unsafe secrets • Appropriate touch • Medicine safety 	<ul style="list-style-type: none"> • Cooperation • Self-regulation • Online safety • Looking after money – saving and spending 	<ul style="list-style-type: none"> • Growth Mindset • Looking after my body • Hygiene and health • Exercise and sleep 	<ul style="list-style-type: none"> • Life cycles • Dealing with loss • Being supportive • Growing and changing • Privacy
Y3	<ul style="list-style-type: none"> • Rules and their purpose • Cooperation • Friendship (including respectful relationships) • Coping with loss 	<ul style="list-style-type: none"> • Recognising and respecting diversity • Being respectful and tolerant • My community 	<ul style="list-style-type: none"> • Managing risk • Decision-making skills • Drugs and their risks • Staying safe online 	<ul style="list-style-type: none"> • Skills we need to develop as we grow up • Helping and being helped • Looking after the environment • Managing money 	<ul style="list-style-type: none"> • Keeping myself healthy and well • Celebrating and developing my skills • Developing empathy 	<ul style="list-style-type: none"> • Relationships • Changing bodies and puberty • Keeping safe • Safe and unsafe secrets
Y4	<ul style="list-style-type: none"> • Healthy relationships • Listening to feelings • Bullying • Assertive skills 	<ul style="list-style-type: none"> • Recognising and celebrating difference (including religions and cultural difference) • Understanding and challenging stereotypes 	<ul style="list-style-type: none"> • Managing risk • Understanding the norms of drug use (cigarette and alcohol use) • Influences • Online safety 	<ul style="list-style-type: none"> • Making a difference (different ways of helping others or the environment) • Media influence • Decisions about spending money 	<ul style="list-style-type: none"> • Having choices and making decisions about my health • Taking care of my environment • My skills and interests 	<ul style="list-style-type: none"> • Body changes during puberty • Managing difficult feelings • Relationships including marriage

Date of policy: May 2021

To be reviewed: May 2024