

The Ashlands and Misterton Federation
Church of England First Schools
Love of learning, love of life, love of one another
'Life in all its fullness' John 10:10.

<p style="text-align: center;">Aims</p> <p>Through our Relationships Education and PSHE We will teach the children the importance of families, caring friendships, respectful relationships, online relationships and being safe.</p> <p>This will be taught through our PSHE whole school core themes:</p> <ol style="list-style-type: none"> 1) Health and wellbeing 2) Relationships 3) Living in the wider world <p>Specific outcomes taught for each stage are listed below.</p>	<p style="text-align: center;">What is Relationship Education and PSHE?</p> <p>'To embrace the challenges of creating a happy and successful adult like, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships to build their self-efficacy.' (DfE relationship education guidance 2019)</p> <p>'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE' (DfE PSHE guidance 2019)</p> <p>Relationship Education is a compulsory subject that is taught alongside our PSHE curriculum. We are choosing to deliver our Relationship Education as part of our timetabled PSHE programme.</p> <p>As a Church of England School we value the importance of good relationships which are rooted in love.</p>	<p style="text-align: center;">Guidance</p> <ul style="list-style-type: none"> • DfE Relationship Education guidance • CISP Key skills document • PSHE Association planning link • Equality Act 2010 • National Curriculum • Ofsted • SMSC • British Values • Children and Social work act 2017 <hr/> <p style="text-align: center;">Safeguarding</p> <ul style="list-style-type: none"> • The teachers conduct all sessions in a sensitive manner and in confidence. However if a child makes a reference to being involved, or likely to be involved, in sexual activity or any dangerous activity, the teacher will take the matter seriously and deal with it as a matter of child protection. • If teachers have concerns, they will draw their concerns to the attention of the DSL or DDLS. The DSL will then deal with the matter in consultation with health care professionals. • Every lesson will reinforce that if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they can consult their class teacher or another member of staff about this.
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EYFS

Children learn to be strong and independent through positive relationships. This is encouraged through these Prime Areas of the Development Matters Document.

Making relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-confidence and self-awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help

Managing feelings and emotions

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

People and communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Key Stage 1 (years 1 and 2)

1) Through Health and wellbeing the children will learn about:

- healthy lifestyles including physical activity, rest, healthy eating and dental health
- what they like and dislike to help them make informed choices to improve their physical and mental health
- themselves and celebrate being them!
- good and not good feelings and how to talk about these to others
- change and loss
- personal hygiene
- how diseases are spread
- the process of growing young to old and how needs will change
- names for the main body parts and similarities between boys and girls
- harmful products at home
- keeping physically and emotionally safe
- people who look after them and how we can help them
- the responsibility to keep themselves and others safe
- privacy and keeping secrets

2) Through Relationships the children will learn about:

- how to communicate their feelings
- recognising how their behaviour can affect others
- the difference between secrets and nice surprises
- what is fair/unfair, kind/unkind and right/wrong
- how to share their opinions
- Listening to others and working together collaboratively
- how to give feedback to others
- differences and similarities between themselves and others
- special people
- appropriate physical contact
- how people's bodies and feelings can be hurt
- when people are being unkind and how to respond
- peer on peer abuse and teasing

3) Through Living in the wider world the children will learn about:

- how they can contribute to the life of the classroom and school
- class and school rules
- people and other living things and the rights they have
- different communities they belong to
- local and natural environments and how to develop strategies to help protect them
- where money comes from and why it is important
- their uniqueness
- special people who help us

Lower Key Stage 2 (years 3 and 4)

1) Through Health and wellbeing the children will cement their learning from Key Stage 1 and also learn about:

- **to begin to see that images in the media do not always reflect reality**
- celebrating their achievements
- 'risk', 'danger' and 'hazard' and how to risk assess these
- independence and the responsibility that comes with this.
- Learning about viruses and bacteria
- Knowing when they need help and how they can ask for help
- Health and safety including basic first aid
- Changes that may happen with their bodies
- Taking care of their bodies
- Keeping physically safe and safe online
- What to do when people ask for pictures of them

2) Through Relationships the children will learn about:

- How to recognise and respond to a wide range of feelings in others
- what a positive, healthy relationships are and how we can make and maintain them
- different types of relationships
- civil partnerships and marriage
- the effect of their own actions on others
- appropriate physical contact
- when keeping secrets is appropriate
- listening to others opinions
- collaborative working
- stereotypes

3) Through Living in the wider world the children will learn about:

- topical issues
- Laws and rules
- basic human rights
- differences
- Enterprise
- Media

Who is responsible for teaching PSHE and Relationships Education?

- The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- It is the responsibility of the PSHE coordinator to identify and access training opportunities available to ensure all staff are confident to teach PSHE and Relationship Education.
- A range of teaching and learning styles will be used to teach PSHE.
- Teaching will be pupil-led and there will be an emphasis on active learning techniques such as discussion and group work.
- PSHE will be taught using direct teaching via timetabled lessons as well as being embedded throughout the whole curriculum.
- Many of the PSHE and Relationships Education objectives will be covered through cross-curricular sessions including; PE, Science, computing and many others.
- Many of the Core Themes will be delivered during whole school collective worships, celebration worships, School Council meetings and the whole school implementation of Key Skills.
- Parents do not have the right to withdraw their children from the teaching of Relationship education.

How is it monitored and evaluated?

- The class teachers use their knowledge of the curriculum to conduct formative and summative assessment throughout the year.
- The governing body is responsible for monitoring the delivery of our PSHE and Relationship Education policy. Governors give due consideration to any comments from parents about the policy and require the Headteacher to keep a written record of parents comments.
- This policy will be reviewed by the Headteacher in conjunction with the PSHE coordinator every 2 years or earlier if necessary.
- This policy was created and then put forward to a parent consultation.

This policy will be updated annually.