



Honington CEVC Primary School
RHE (Relationship and Health
Education) & PSE (Personal and Social
Education) Policy

February 2021

Vision and Ethos

Our vision is underpinned by two key phrases:

'Aspiration for All'

and

'Live life in all its fullness' (John 10:10)

At Honington CEVCP School we are committed to our ethos as a warm, welcoming, nurturing school where we recognise and develop the unique gifts and personal qualities of all.

We offer a Christian approach to learning which is underpinned by our motto, 'Aspiration for All,' and, from the Bible, 'Live life in all its fullness.' (John 10:10)

We aim to provide an excellent education for everyone, so that all pupils will flourish in childhood and on into adolescence and adulthood.

We aim to equip all members of our school community with the knowledge, skills, personal resilience, creativity, emotional intelligence and social skills that give them every opportunity to experience lifelong success and happiness.

1. Introduction

Our RHE and PSE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Honington CEVC Primary School, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study called Scarf developed by Coran Life Education. It covers all areas of the DFEs new statutory requirements for Relationship Education and Health Education. Our programme of Study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

As a maintained primary school, from 2021 (originally 2020 but delayed due to COVID), we must provide relationship and health education (RS&HE) to all pupils as per section 34 of the Children and Social work act 2017. Our curriculum has been adapted and adjusted to ensure we are following the new statutory guidelines. Relationship Education and Health Education will be taught as part of our RHE and PSE curriculum.

The school is committed to the provision of RHE and PSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family

backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

We are also confident that our choice in scheme is one which supports recognises and supports the Christian ethos of our school. The providers of the scheme state that:

“The RHE elements of SCARF are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship. We believe that all children deserve to be safe, cared for and to learn the skills they need to develop healthy relationships. We feel there is a natural fit between these values and the ethos of schools with a religious character.”

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their RHE and PSE education, pupils in Years 5 and 6 will receive stand-alone sex education lessons.

2. Right to withdraw

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within RHE and PSE.

3. Intent

Our school’s overarching intent for our pupils is to provide a Relationships and Health Education Alongside Personal, Social Education programme of study which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

4. Implementation

The scheme of work has six core themes, the same for each year group.

Core Theme 1: Me and My Relationships

Topic areas:

- Feelings
- Emotions
- Conflict resolution
- Friendships

Core Theme 2: Valuing Difference

Topic areas:

- British Values

Core Theme 3: Keeping Myself Safe

Topic areas:

- Safer internet use
- Drugs
- Relationships Education

Core Theme 4: Rights and Responsibilities

Topic areas:

- Money
- Living in the wider world
- Environment

Core Theme 5: Being my Best

Topic areas:

- Keeping Healthy
- Growth Mind-set
- Goal Setting
- Achievement

Core Theme 6: Growing and Changing

Topic areas:

- Include Relationship and Sex Education issues

Whilst RHE and PSE is split into six separate core themes, in reality there will always be extensive overlap. RHE and PSE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that RHE and PSE should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

5. Organisation/provision

We teach RHE and PSE in a variety of ways. We have dedicated curriculum time/lessons, where the lessons are delivered by Class Teachers or HLTAs, using the Scarf scheme of work.

RHE and PSE is also covered through other areas of the school's curriculum; e.g. Religious Education.

In addition, RHE and PSE is developed through whole-school activities and events:

- Our school council; the representatives from each class meet regularly to discuss school matters.
- We offer a residential visit in Key Stage 2: Where Year 6 visit an outdoor training centre, where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed weeks; our children take part in themed weeks and whole school events.
- Visiting speakers.
- A variety of clubs.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

6. Early Years Foundation Stage

In the EYFS, RHE and PSE is taught as an integral part of the topic work covered during the year. We relate the RHE and PSE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy. The Scarf RHE and PSE curriculum also provides standalone lessons for EYFS which are used in line with the rest of the school.

7. Teaching PSHE to children with special needs

All pupils, regardless of their needs must be part of RHE and PSE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching RHE and PSE we consider the targets

set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to RHE and PSE targets.

For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

8. Equality and Diversity

At Honington CEVC Primary School, RHE and PSE is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our RHE and PSE provision, in accordance with the Equality Act 2010.

9. RHE and PSE and ICT

Learning in RHE and PSE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an e-safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

10. Assessment and recording

We will assess the pupils learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem. The school uses the Insight tracking system to track progress and achievement of all pupils.

In RHE and PSE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Pupils use their RHE and PSE book to record their work throughout the year. Each class also has a Class Curriculum book where work can also be recorded. Work is marked in line with the school's marking policy.

11. Resources

Resources for RHE and PSE are stored in individual classrooms where they are needed to support the work of that year group. Teachers work closely together to share and support each other using the resources we have. The Scarf Curriculum planning contains resources required for each teaching unit.

12. Monitoring and review

The RHE and PSE Co-ordinator and SLT are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE, by giving them information about current developments in the subject.

The policy was written in the 2020/2021 academic year by the RHE and PSE co-ordinator. It is up to date with current guidance from the Government and DfE. It will be reviewed in the 2021/2022 academic year.

For government expectations see Appendix 1-3.

Updated February 2021

Appendix 1 – EYFS Ages and Stages:

30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> To select and use activities and resources with help. To welcome and value praise for what they have done. To enjoy the responsibility of carrying out small tasks. To be more outgoing towards unfamiliar people and more confident in new social situations. To be confident talking to other children when playing and communicate freely about own home and community. To show confidence in asking adults for help.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> To be aware of own feelings and know that some actions and words can hurt others' feelings. To begin to accept the needs of others and to take turns and share resources, sometimes with support from others. To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. To usually adapt behaviour to different events, social situations and changes in routine.
		Making Relationships	<ul style="list-style-type: none"> To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. To initiate play, offering cues to peers to join them. To keep play going by responding to what others are saying or doing. To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> adults when hungry or tired, or when they want to rest or play. To tell more bowel and bladder control and can attend to toileting needs most of the time themselves. To gain manage washing and drying hands. To usually with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. To dress
	Understanding the World	People and Communities	<ul style="list-style-type: none"> interest in the lives of people who are familiar to them. To show recognise and describe special times or events for family or friends. To interest in different occupations and ways of life. To show some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family. To know
40-60 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> confident to speak to others about own needs, wants, interests and opinions. To be self in positive terms and talk about abilities. To describe
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> own knowledge and understanding, and ask appropriate questions of others. To explain steps to resolve conflicts with other children, e.g. finding a compromise. To take
		Making Relationships	<ul style="list-style-type: none"> understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. To aware of the boundaries set and of behavioural expectations in the setting. To be be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. To begin to

	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • healthy range of foodstuffs and understand a need for variety in food. • be dry and clean during the day. • some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • understanding of the need for safety when tackling new challenges, and consider and manage some risks. • some appropriate safety measures without direct supervision. 	<p>To eat a</p> <p>To usually</p> <p>To show</p> <p>To show</p> <p>To practice</p>
ELG	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> • 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. 	To be
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> • 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. 	To talk
		Making Relationships	<ul style="list-style-type: none"> • cooperatively, 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. 	To play
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. 	To know

Appendix 2 – Physical Health and Mental Wellbeing
By the end of primary school:

<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 talking about their own and others’ feelings. • 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. • 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 are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • It is 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.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <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 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
<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. • 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 are worried about their health.
Healthy eating	<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).
Drugs, alcohol and tobacco	<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.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • about immunisations.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • know 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 body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

Appendix 3 – Relationship Education

By the end of primary:

<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 are important for children’s security as they grow up. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<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 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.
<p>Respectful friendships</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. <ul style="list-style-type: none"> • 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.
<p>Online</p>	<p>Pupils should know</p>

relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are 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	<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). • about the concept of privacy and the implications of it for both children and adults; including that it is 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 are 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.