

Pentland Infant and Nursery School



Relationships and Health Education (RHE) Policy

RHE at Pentland Infant and Nursery School is taught in the context of the wider curriculum subject called PSHE.

Agreed: October 2021
Review Date: October 2023

Aims

The aims of relationships and health education at Pentland Infant and Nursery School are to provide children with the opportunities to develop knowledge, skills and understanding to lead a confident, healthy and happy life.

We have a strong focus on developing children's understanding of positive and healthy relationships in order to support them to enjoy successful relationships throughout their lives. At Pentland Infant and Nursery School we place a high value and importance on family life, respect and tolerance for all.

We aim to reflect the different family backgrounds our children come from. We will help the children develop knowledge and understanding of what caring and loving families are. The children will explore emotions and feelings and we will provide the children with opportunities to develop their vocabulary to enable them to express these clearly. We will help the children to understand who you should speak to when you feel unsafe or worried about something.

Our overall aim for all our children is for them to develop feelings of self-respect and pride in themselves, as well as developing in them a sense of empathy towards others. This is built on the understanding that although people and families may be different, everybody is entitled to respect and tolerance.

We also recognise that children are growing up in a world where the internet will be a key part of their lives, which brings both benefits and risks. We aim to equip children with the knowledge to enable them to stay safe online and understand what to do if something online concerns or worries them. We will model healthy relationships and help the children understand how having a healthy relationship is important to your mental wellbeing.

All of the above fit within our school values:

Respect	Responsibility	Positivity	Creativity	Enjoyment	Integrity
---------	----------------	------------	------------	-----------	-----------

Policy Contents

Content	Page Number
Aims of the Policy	1
Policy Rationale	3
Legislation and statutory guidance	3
Definitions	4
Policy development	4
Statement of intent	5
Curriculum	5
The Delivery of the Curriculum	6
Roles and responsibilities	7
Safeguarding: safe and effective practice	8
Engaging stakeholders	9
Faith and cultural perspectives on RHE	10
Parents' Right to Withdraw	10
Monitoring the quality of provision for RHE	10
Policy review	10

Appendices		Page No.
Appendix 1	Pentland Infant and Nursery School Charter for RHE	11
Appendix 2	The statutory content: relationships education and health education (DfE, 2019)	13
Appendix 3	The RHE curriculum at Pentland Infant and Nursery School. <ul style="list-style-type: none"> • Early Years curriculum overview • Key Stage 1 curriculum overview • Medium term plans 	18

Policy Rationale

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017 and we are required to have a written policy. This is done in an age and stage appropriate manner.

However, as an infant school, **there is no requirement to teach sex education and due to the young age of our children; it is not taught at Pentland.** (DfE, para 13/page 11). We do, however, need to teach the parts of the science national curriculum relating to humans and growth, e.g. from baby to toddler to child to teenager to adult, but not the process of human reproduction.

As an important part of our safeguarding policy, we also teach the children to identify main body parts and the right and need to keep their bodies private. For this we use the NSPCC 'Pants Rule' materials.

There is no requirement to include health education, however, as a school we feel aspects of health education are important for our children to learn.

The policy is informed by the DfE's statutory guidance: Relationships Education, Relationships and Sex education (RSE) and Health Education statutory guidance (DfE, 2019) and the values and principles outlined in the Pentland Infant and Nursery School Charter for RHE (Appendix 1).

Legislation and statutory guidance

This policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life...*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

At Pentland Infant and Nursery School, we are required to provide relationship education and health education to all pupils.

Definitions

- **RHE:** Relationships and Health Education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RHE policy may link to, or be part of, a wider PSHE ed policy.

Policy development

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The three key stages of policy development:

INFORM	Share the facts about the new guidance, including the statutory content.
CONSULT	Gather stakeholder views (children, staff, parents and Governors)
SUPPORT	Share the policy and curriculum overview with all stakeholders, providing training where necessary. Help parents complement the teaching in school through suggested homework activities.

The RHE policy at Pentland Infant and Nursery School, has been developed following consultation with the whole school community. The process of policy development involved the following steps:

- A lead member of staff and/or RHE working group reviewed the current provision.
- DfE guidance and information about RHE was shared with stakeholders (children, staff, parents, and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- Stakeholder engagement sessions were held so everyone could understand what matters to the children, young people, and adults in our school community and the PSHE curriculum was shared and discussed in detail.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Body and/or RHE working group.
- The policy was adopted by the Governing Body.
- The policy was shared with parents and is available on the school website.

Statement of Intent for RHE

At Pentland Infant and Nursery School RHE is taught in the context of the subject called PSHE. It is underpinned by the **Pentland Infant and Nursery School Charter for RHE** and complements the vision/value/ethos of our school. As an infant school, we consider RHE to be about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

The subject of PSHE/RHE is important at Pentland Infant and Nursery School because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being, so that they can make healthy lifestyle choices.
- Supports pupils' skills to recognise positive, healthy, respectful and enjoyable relationships with others.
- Helps to safeguard pupils, so they can make safe choices and know how to find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy. It gives them opportunity to consider their own personal identity and unique skills and talents
- Gives children the skills to stay safe both on and off line.
- RHE, within PSHE, helps to explore children's own attitudes and values and develops their self-esteem and confidence to view themselves in a positive way

Overall, our aims are:

- To help to keep children safe
- To help to prepare them for the world in which they grow up, including the laws as they relate to relationships and health
- To help foster respect for others and difference.

Curriculum

Our curriculum is set out as per **Appendix 2**. It has been organised in line with the statutory requirements outlined in *Relationships Education, Relationships and Sex education (RSE) and Health Education statutory guidance (DfE, 2019)* and the *DfE update DfE communication to schools on RSHE implementation (update, June 2020)*. The content has also been informed by:

- ❖ National guidance and evidence-based research about RSHE/PSHE.
- ❖ Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
- ❖ Relevant health and other data (both local and national).
- ❖ The views of pupils, staff, parents, and governors.
- Nationally recognised and/or quality assured resources (e.g. The PSHE Association, NSPCC, CEOP, MindEd)

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

Pentland Infant and Nursery School has adopted the **PSHE Association: programme of study 2020**. This programme of study is a suggested DfE resource and supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RHE

content. This broader PSHE programme includes economic well-being, careers and enterprise education. The programme of study sets our learning opportunities for each key stage under three core themes: Health and Well-Being, Relationships, and Living in the Wider World.

The content is well-matched to the needs of the pupils. It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand. The curriculum is sequenced and progressively builds upon prior knowledge. The RHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes. The curriculum is inclusive, so it meets the needs of all pupils.

The content of the RHE/PSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.

If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so they are fully informed and don't seek answers online, in line with our legal duty.

For more information about our curriculum, see our curriculum map in Appendix 2.

The delivery of the RHE curriculum:

Relationships, and health education (RHE) is taught within the personal, social, health and economic (PSHE) curriculum/programme and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science and RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We cover the KS1 science national requirements for 'animals including humans'. This covers identifying main body parts (for example, wrist, ankle, forehead, toes) and life cycles (in so much as we are babies, then toddlers, etc.)

At Pentland Infant and Nursery School, if a child asked for the correct terminology for private areas the staff would give children the accurate and scientific name, however, this is not taught as a part of our curriculum.

RHE teaching will promote:

- ❖ equality and challenge all forms of prejudice and discrimination.
- ❖ the importance of safe, caring, healthy, positive, and respectful relationships.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, families headed by grandparents, adoptive parents, foster

parents/carers and other family structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities and those from a range of faith backgrounds. A teacher may refer to different viewpoints and beliefs on a range of RHE issues. All pupils and their families need to feel included. This is part of relationships education.

Pupils will be given the opportunity to reflect on their own values, beliefs and influences and develop critical thinking skills, nurturing their tolerance/respect for different views.

For more information about our RHE curriculum, see Appendix 2.

Roles and responsibilities

a. The Governing Body

- Ensure the school meets its statutory requirements in relation to relationships education.
- Approve the RHE policy.
- Hold the Headteacher to account for the implementation of the policy (checking the RHE curriculum is well-led and effectively managed).

b. The Headteacher

- The development and implementation of the RHE policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RHE is resourced, staffed, and timetabled to enable the school meets its legal obligations and offers high-quality provision to all pupils.
- Enable staff to be suitably trained to teach the curriculum.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Report to the Governing Board on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis).

c. Lead teacher for RHE (as part of PSHE)

- Support the development and implementation of the RHE policy.
- Develop the school's RHE curriculum and delivery model.
- Ensure continuity and progression between each year groups.
- Work with other teachers (including subject leads) to ensure the RHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RHE.
- Provide teachers with resources to support RHE delivery.
- Monitor and evaluate the effectiveness of RHE and support teaching staff if required.
- Report to the Headteacher/Governing Body regarding compliance with the statutory requirements and effectiveness of the RHE curriculum.

d. SENCO

- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).
- Identify any specifically tailored resources to support teaching for identified children with SEND

e. All teachers of RHE

- Know and act in accordance with the RHE policy.
- Plan individual lessons, using the agreed Scheme of Work
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of RHE.
- Monitor pupil progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about RHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Share any concerns they may have about teaching RHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RHE.

f. Pupils

- Pupils are expected to engage fully in RHE/PSHE lessons
- When discussing issues related to RHE, treat others with respect and sensitivity.

Safeguarding: safe and effective practice

- RHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies, to support safeguarding. (we use the NSPCC's age appropriate 'Pants Rule' resources)
- In RHE lessons:
 - ❖ Teachers and pupils will agree 'golden rules', so everyone is, and feels safe in lessons.
 - ❖ Teachers will agree with pupils the limits of confidentiality.
 - ❖ Distancing techniques will be used, so that pupils and staff are not required, or feel pressurised into, talking about their personal circumstances.
 - ❖ In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context.

Engaging stakeholders (parents, staff, children, and governors)

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of children, parents, staff, and governors about RHE have been considered when developing the policy and content of RHE.

A series of briefings were held with parents to discuss the PSHE curriculum in depth, with a complete overview of the scheme of work shared with parents.

Governors have represented parents' questions and concerns and held extraordinary meetings to discuss the development of this policy in depth.

Face to face meetings, phone calls and emails have been held with concerned individuals.

The policy has been shared with parents, with a feedback form attached. This information was then given full consideration before the final policy was published.

Parental engagement is informed by:

DfE Parental engagement

DfE: Relationships education, relationships and sex education (RSE) and health education: FAQs

DfE: Relationships, sex and health education: guides for parents

PSHE Association: Guide to parental engagement

- The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.
- Our aim at Pentland Infant and Nursery School is to establish open communication and maintain positive relationships with all parents/carers, so they are given every opportunity to be informed and understand the purpose and content of RHE.
- At Pentland Infant and Nursery School, we always aim to work closely with parents and have done the same when planning and delivering RHE. Parents/carers are provided with the following information:
 - ❖ The content of the RHE curriculum.
 - ❖ The delivery of the RHE/curriculum.
 - ❖ How to support/complement RHE teaching at home.
- In addition to their engagement with the development of the RHE policy, parents/carers are welcome to contact school to ask questions or express any concerns about RHE.
- If parents/carers have concerns about any aspect of the RHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- Parents/carers contacting the school about RHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

Faith and cultural perspectives on RHE

- Teaching RHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
- RHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- A diverse range of age-appropriate resources will be used so every child and family feels included, respected, and valued.
- Parents and carers are key partners in RHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Monitoring the quality of provision for RHE

- The subject lead for RHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The RHE link governor will meet with the subject lead to discuss the effectiveness of RHE curriculum.
- The subject lead will report to the Headteacher and governing body on the quality of provision and effectiveness and highlight any concerns.

All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in [Public Sector Equality Duty Guidance for schools in England \(EHRC, 2014\)](#)

Policy review

- The governing body is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Body.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context

Appendix 1: Pentland Infant and Nursery School Charter for Relationships and Health Education (RHE)

Background

- We want all children and young people to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This Charter sets out the values and principles that we believe underpin an effective RHE curriculum.
- The charter has been informed by the Kirklees Charter for RSHE Education.

Our values and principles

1. RHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE) programme. The curriculum should be planned and timetabled across all key stages. RHE needs to be given enough curriculum time to cover the breadth of issues in relationships and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
2. RHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.

4. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RHE by sharing an overview of the Scheme of Work on the school website. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.
5. School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RHE.
6. Schools must develop an RHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans.
7. RHE policy and planning will be informed by national guidance and evidence-based research about PSHE; information about the law/legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, National Children Bureau, The Children's Society).
8. School leaders will decide the content of the RHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
9. The RHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
10. All teachers of RHE should have access to high quality professional development (training) in RHE.
11. RHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and ask questions.
12. RHE will give a positive view of relationships with accurate information, so that pupils can learn about themselves and relationships in ways that are appropriate to their age and maturity.
13. RHE teaching will promote equality and challenge all forms of prejudice and discrimination.
14. RHE lessons will promote safe, caring, healthy, positive and respectful relationships.
15. RHE lessons will encourage participation by using a variety of teaching approaches.
16. RHE teaching will be inclusive so it meets the needs of all pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RHE issues.
17. Pupils will be given the opportunity to: reflect on their own values, beliefs and influences and develop critical thinking skills and nurture their tolerance/respect for different views.
18. Information and resources used in RHE should be up to date, based on best practice and subject to on-going evaluation.
19. Expert visitors can enhance and supplement the RHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RHE. School will follow appropriate guidance (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools*) and/or their own guidance on the vetting and checking of any visitor before inviting them into school, in line with standard practice.

Appendix 2: The statutory content: relationships education and health education (DfE)

It must be taken into consideration that the statutory content listed below covers what children will be expected to know by the **end of primary education**. **As Pentland Infant and Nursery School is an Infant and Nursery school, only the relevant content for our age of children will be taught**. An outline of our coverage across the different year groups can be found in Appendix 3.

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them 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 represents 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

By the end of primary school, pupils will know:

- 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, but 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.

- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- 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.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing (DfE, para 96/page 32)

Mental Wellbeing

By the end of primary school pupils will know:

- 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, and nervousness.
- The scale of emotions that humans experience in response 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, and 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.
- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the 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

By the end of primary school, pupils will know:

- 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.
- 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.
- How to recognise and display respectful behaviour online.
- 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 (inclusive of 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

By the end of primary school, pupils will know:

- The 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 by 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

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

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

Health and prevention

By the end of primary school, pupils will know:

- 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic First Aid

By the end of primary school, pupils will 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.

By the end of primary school, pupils will know:

- 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 and key facts relating to the menstrual cycle.

Appendix 3: The RHE curriculum at Pentland Infant and Nursery School

- The DfE [Statutory guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) sets out what schools must cover in primary schools from September 2020.
- The [PSHE Association programme of study](#) (Key Stages 1–5) is a national programme of study and a suggested DfE resource. Pentland Infant and Nursery School has adopted this programme of study.
- It has three core themes: Health and Wellbeing; Relationships; and Living in the Wider World.
- This programme of study provides a comprehensive programme for each key stage, that fully covers, but is not limited to the statutory requirements.

**Early Years Foundation Stage Personal, Social and Emotional Development (PSED)
Curriculum Overview:**

	Objectives
In Pre School the children will be learning to	<ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. • Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”
In Nursery the children will be learning to	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them • Develop appropriate ways of being assertive. Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling.
In Reception the children will be learning to	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs.
At the end of the Early Years	<p>ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate</p>

<p>Foundation Stage, the children will be assessed against the following three Early Learning Goals</p>	<p>impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>
----------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PSHE – Medium Term Plans

YEAR ONE – MEDIUM TERM OVERVIEW		
Half Term & Key Questions	Topic	In this unit of work, pupils learn...
<p>Autumn 1 <i>What is the same and different about us?</i></p>	<p>Relationships</p> <p>Ourselves and others; similarities and differences; individuality; our bodies</p> <p>PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p>	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private <p><i>Transition activities and creation of class rules will also be included this half term. Pupils will learn to name different emotions, linked to the emotion jars in their class.</i></p>

<p>Autumn 2 <i>Who is special to us?</i></p>	<p>Relationships</p> <p>Ourselves and others; people who care for us; groups we belong to; families</p> <p>PoS refs: L4, R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried <p><i>Anti-bullying week will be included this half term.</i></p>
<p>Spring 1 <i>What helps us stay healthy?</i></p>	<p>Health and wellbeing</p> <p>Being healthy; hygiene; medicines; people who help us with health</p> <p>PoS refs: H1, H5, H6, H7, H10, H37</p>	<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing
<p>Spring 2 <i>What can we do with money?</i></p>	<p>Living in the wider world</p> <p>Money; making choices; needs and wants</p> <p>PoS refs: L10, L11, L12, L13</p>	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this

<p>Summer 1 <i>Who helps to keep us safe?</i></p>	<p>Health and wellbeing</p> <p>Keeping safe; people who help us</p> <p>PoS refs: H33, H35, H36, R15, R20, L5</p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say •
<p>Summer 2 <i>How can we look after each other and the world?</i></p>	<p>Living in the wider world</p> <p>Ourselves and others; the world around us; caring for others; growing and changing</p> <p>PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p>	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group

YEAR TWO – MEDIUM TERM OVERVIEW		
Half Term & Key Questions	Topic	In this unit of work, pupils learn...

<p>Autumn 1 <i>What makes a good friend?</i></p>	<p>Relationships</p> <p>Friendship; feeling lonely; managing arguments</p> <p>PoS refs: R6, R7, R8, R9, R25</p>	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy <p><i>Transition activities and creation of class rules will also be included this half term. Pupils will learn to name different emotions, linked to the emotion jars in their class.</i></p>
<p>Autumn 2 <i>What is bullying?</i></p>	<p>Relationships</p> <p>Behaviour; bullying; words and actions; respect for others</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p>	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so <p><i>Anti-bullying week will be included this half term.</i></p>
<p>Spring 1 <i>What can help us grow and stay healthy?</i></p>	<p>Health and wellbeing</p> <p>Being healthy: eating, drinking, playing and sleeping</p> <p>PoS refs: H1, H2, H3, H4, H8, H9</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun

<p>Spring 2 <i>What jobs do people do?</i></p>	<p>Living in the wider world</p> <p>People and jobs; money; role of the internet</p> <p>PoS refs: L15, L16, L17, L7, L8</p>	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life
<p>Summer 1 <i>What helps us to stay safe?</i></p>	<p>Health and wellbeing</p> <p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
<p>Summer 2 <i>How do we recognise our feelings?</i></p>	<p>Health and wellbeing</p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it

