



Brook Infant PSHCE, Relationship Education, Health Education and British Values Policy

This policy covers our approach to PSHCE, Relationships Education and Health Education. Relationship and Health Education form a statutory component of the PSHE and Citizenship curriculum from September 2020. This policy aims to set out the purpose of Relationship Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

The Health Education and Relationships Education aspects of PSHE (personal, social, health and economic) education will be compulsory in all primary schools from September 2020.

The Department for Education published statutory guidance for Health Education, Relationships Education and RSE in June 2019.

This covers broad areas of particular relevance and concern to children and young people today. It ensures that every child is guaranteed a PSHCE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships and negotiating life online.

The sex education element of Relationship and Sex Education is only compulsory within secondary education. Although sex education in primary schools will not be compulsory, the DfE continues to recommend that primary schools have a sex education programme tailored to the age, and physical and emotional maturity of the pupils. As a key stage one school, Brook Infant School will not deliver any sex education.

Brook Infant Aims and Beliefs

At Brook Infant School and Nursery we aim to make PSHCE, including Relationship and Health Education, at the very core of all we do and learn.

We believe that an excellent PSHCE curriculum will help to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible and positive members of a diverse multicultural society. We are preparing our children for an ever-changing future. It is therefore essential that we equip our children with all the skills, understanding and values that they will need.

Our curriculum for PSHCE is embedded into all that we do and develops children understanding, values and skills from Nursery through to Year 2. Our curriculum is part of all that the children do, and the themes and objectives within the PSHCE curriculum will overlap and work alongside many curriculum subjects. It is also important for the skills, knowledge and attributes for PSHCE to be taught to the children in separate PSHCE lessons, circle times and assemblies. It is vital that the children develop and grow with a strong sense of who they are, their values and responsibilities and a realisation that these skills are part of everything they do and learn.

Relationship Education

We define relationship education as an education that should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. All of which are strengths of the Book Infants. We believe that this education is embedded into all we do as a school, with our pupil, staff, their families and the wider community.

Statutory Regulations

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationships Education and Health Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Parents Right to Withdraw

Brook Infants is a key stage one school and therefore is not required to teach sex education. Parents do not have the right to withdraw children from relationship education as this is a compulsory part of the curriculum. Children at Brook Infant school will only be taught a relationship and health education that is sensitive and age appropriate.

Naming Body Parts

As part of the science curriculum for years 1 and 2, children will be taught the names of external body parts, including genitalia. This will be taught as part of science but it also vital for safeguarding children. These lessons will be taught in an age-appropriate manner.

Managing Tricky Questions

Primary school children can often ask their teachers and other adults sensitive questions, which go beyond what is set out in the Relationship Curriculum. We will aim to answer children's questions in an age appropriate and sensitive manner where appropriate. Where we believe that questions asked by children are not appropriate for their age we will communicate with parents and/or raise these questions with a DSL.

What is the purpose of RSE at Brook Infant School?

The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. Relationship Education must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding.

This policy covers our school's approach to Relationship Education and Health Education. The policy was produced by Jules Thomas, the PSHE lead, through consultation with Headteacher, Sarah Cox, the Senior Leadership team and staff. Consultation was also sought through Governors and parents. The partnership with home and school is vital in ensuring that relationship education thrives. At Brook Infants we pride ourselves on strong home school partnerships.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

The schools overarching aims for our pupils are for our children to develop their own skills, knowledge and understanding of how to be who they are, understand the world they are growing up in and how to keep themselves safe in all areas of their world, we believe that we are giving each and every child the best chance for their lives ahead.

We also aim to promote equality and encourage children to view all people and genders with equal respect and kindness.

Our PSHCE, Relationship and Health Education Curriculum

Our inclusive PSHCE, Relationships and Health curriculum has been created alongside the Education for Safeguarding Curriculum builder. The West Sussex Education for Safeguarding (E4S) curriculum is based on the National Department for Education Relationships, Sex and Health Education (RSHE) guidance and numerous national frameworks, including the PSHE Association, but adapted and enriched for schools in West Sussex. This has been developed via a multi-agency approach combining teams from Safeguarding in Education, Contextual Safeguarding, Health and Education in West Sussex.

Our Scheme of Work can be viewed on the school website and also within school.

At the heart of Brook Infant School are our values. These five values form the basis of how we behave and learn at school. The values encompass everything that we believe is important and personal to our school and involve children, staff, parents and visitors.

Our Brook Values:

- We Imagine
- We Explore
- We Believe
- We Care
- We Belong

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
We Imagine	We Explore	We Believe	We Care (about ourselves)	We Care (about our world and the people we share it with)	We Belong

To create a bespoke curriculum that meets the needs of our children and community, the parents and staff have been consulted on the needs of the children. These views have been used to create a curriculum using the Education for Safeguarding Curriculum builder.

These objectives have then been placed within the appropriate half-termly values. Each half-term there will then be a PSHCE, Relationship and Health Education focus, however the full curriculum will continue to be embodied in all we do and be used to focus on issues as and when they arise.

Some key themes are taught in year 1 and revisited in year 2, due to their importance in keeping children safe. Some themes are introduced or expanded in year 2 due to them being more appropriate or important in this year group, such as dealing with transition onto Junior School.

Protected Characteristic

In the Equality Act 2010, characteristics are identified where evidence shows that there is still significant discrimination. It is important for children to gain an understanding of the world they are growing up in and learn how to show respect for a diverse range of people. Our PSHCE curriculum and the ethos of our school ensures children develop age-appropriate knowledge and understanding of protected characteristics such as age, disability, race, religion and beliefs. This is continually touched on throughout the curriculum in a way that is age appropriate.

Roles and Responsibilities

Headteacher:

- To promote and model the principles and aims of the PSCHE, Relationship and Health Education policy throughout the school.
- To support staff in understanding and implementing the policy.
- To form positive and supportive relationships with children and their families.
- To form positive relationships and links with other Maidenbower and Crawley Schools.
- To be a good role model of our values and responsibilities.

PSHCE Co-ordinator

- To lead staff in implementing the policy and curriculum.
- To work closely with the RRS Co-ordinator and the DSL's.
- To ensure that the curriculum is planned for the specific ages and needs of each year group.
- To ensure adequate resources are available.
- To monitor the impact of the curriculum across the school and nursery.

Class Teachers

- To undertake the teaching of PSHCE, Relationship and Health Education in accordance with the school curriculum and policy.
- To ensure that PSHCE, including Relationship and Health Education is planned for appropriately.
- To create a classroom environment that will develop positivity and good social skills.
- To develop relationships with the children and their families.
- To be a positive and supportive role model.

Differentiation and Assessment

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully.

For pupils with SEND that are not able to access the curriculum fully, the document released by the PSHE Association entitled 'PSHE Education Planning Framework for Pupils with SEND' will be used to support children and teachers and ensure that all children can access the framework.

The PSHE Association identify the key reason for assessment as below:

Learning in PSHE education should be assessed for several reasons:

- *It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.*
- *It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.*
- *Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.*
- *It allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for pupils and for whole-school outcomes, such as Ofsted and ISI judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact.*
- *The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas"*

Many elements of PSHCE, Relationship and Health Education, such as 'self-confidence' or 'identity', pose assessment difficulties, when assessment refers to 'grades' or 'meeting or not meeting criteria'. Pupils, however, are very good at self-assessment and thinking about whether they feel 'more confident' or 'have a firmer sense of their own beliefs'

Time for personal reflection in PSHCE education lessons is essential, ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHCE education must therefore use a combination of teacher assessment and pupil self- and peer assessment

The model of assessment that is most meaningful in PSHCE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So, the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Children will be assessed by producing drawing and writing in response to the same question or activity, both as a baseline at the beginning of each half term and at the end. These will allow children and staff to reflect on each child's own progress from their unique starting point.

Links to Other Policies and Guidance

Our Relationships Education Policy links to the following Brook Infant [school policies](#):

- Anti-Bullying Policy
- Behaviour and RRS Policy
- Equality Policy
- Healthy School Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education
- Working Together to Safeguard Children

Reviewing the Policy

This policy will normally be reviewed on an annual basis by Jules Thomas.

This policy has been written during the unprecedented times of Covid-19 and therefore it will be important to review and make changes to the policy and curriculum to meet to needs of our school and pupils as they return to school and in the coming year.

This will ensure that information is accurate and up-to-date and that the views of all stakeholders are heard and considered regularly.

Dates reviewed by Julie Thomas: April 2022

September 2022 (Amendments made)

October 2022 (amendments made)

British Values with Key Stage 1

Fundamental British Values include:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of Different Faiths and Beliefs.

Fundamental British values are at the heart of all we do at Brook Infant School and Nursery.

We want our children to become responsible, active citizens who participate in democracy and public life. We wish for them to respect diversity and display a commitment to working towards greater community cohesion.

PSHCE is at the heart of our school and emphasises the difference between right and wrong and respecting and celebrating differences in a diverse and modern world. We have a comprehensive PSHCE curriculum that focuses on our five core values. Each of these values has the British Values at their core.

The four British Values are not simply taught within our PSHCE curriculum times. They are embedded in school life and the values held by all staff and children and therefore are part of all we do.

Value	Examples of how we show these in Key Stage 1
<p>Democracy Link to UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinion taken into account.</p>	<ul style="list-style-type: none">• We have an elected school council. This provides opportunities to learn about democracy and the electoral process.• We encourage volunteers. This includes things like lunch helpers, playground angels, Eco-council.• Democracy is also promoted through various PSHCE lessons and assemblies.• Encouraging children to ask questions and have curious and enquiring minds.• Regularly involve children in circle time activities that involve taking turns, listening to others and valuing their thoughts and ideas• Encourage children to work together towards a common goal.• Provide children with simple choices that can be voted on by the show of 'hands up.'• Children are involved in decision making, for example, resources and activities available and rewards.

<p>The Rule of Law Link to UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our behavioural policy. • Through assemblies, PSHCE and circle time’s children are taught about right and wrong. • We decide together upon a set of rules for classes setting and talk about why these rules are important and how they keep us happy and safe. • Children begin to explore how their actions have consequences • We grow children’s emotional vocabulary and understanding.
<p>Individual Liberty Link to UN CRC Article 31: All children have the right to relax and play, and to join in a wide range of activities. Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<ul style="list-style-type: none"> • Through our school values and PSHCE children are taught about personal responsibility, choices, ambition and aspiration. • They are encouraged to take opportunities that encourage their interests, sports clubs, art, music etc. • Children are encouraged to make their own independent choices. • Children are taught to keep themselves safe, including online. • Children are taught to consider the consequences of their words and actions. • Children’s favourite things and interests are valued, shared and listened to. • Children are given opportunities to safely take risks in their play and through forest schools. • Children are encouraged to share how they are feeling and understand that others may feel differently or have different opinions.
<p>Mutual respect and Tolerance of those with different faiths and beliefs. UN CRC Article 2: The Convention applies to everyone whatever their race, religion, ability, whatever they think or say or whatever type of family they come from. Article 30: Children have the right to lean and use language and costumes of their families, whether these are shared by the majority of people in the country or not. Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our behavioural policy. • Through circle time, assemblies and PSHCE children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities, whilst being understanding of differences. • Respect for different faiths is promoted through RE and PSHCE. Children learn about different religions, places of worship and festivals. • Participation in community-based activities. • Stories are available and shared that reflect children and characters with a range of experiences. • All staff, parents are made to feel welcome and valued.

British Values in the EYFS

The Fundamental British values are:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of Different Faiths and Beliefs

The Fundamental British Values are already embedded in the Early Years Foundation Stage and, at Brook Infant and Nursery, we model and promote British Values as part of the daily routine, interactions with children and planned activities.

As early years practitioners work with the most impressionable and vulnerable groups in society, the values and the associated duties on providers to keep children safe and promote their welfare are central to the Early Years Foundation Stage. These four values are particularly evident in the Areas of Learning of Personal, Social and Emotional Development and Understanding the World.

However, all prime and specific Areas of Learning have an important part to play in actively promoting British values, so that they are at the heart of everything you do.

Characteristic of Effective Teaching and Learning

Reflecting on the three Characteristics of Effective Teaching and Learning gives another way of looking at how British Values are being actively promoted and how children are developing an understanding of these values.

Playing and Exploring

Children observe how their words and actions can have an effect on the world around them. This helps build an understanding of the value of Democracy and The Rule of Law. They are also guiding their own actions and making their own choices. This links to the value of Individual Liberty, as does children taking risks in their play and being willing to 'have a go.'

Active Learning

This characteristic encourages children to develop emotional skills and vocabulary, to keep trying when things get difficult and to be able to regulate their emotions and develop resilience. This gradually develops into an understanding of rules and of the value of Rule of Law. Children will also be working towards a goal and be proud of themselves when they achieve it.

Creating and Thinking Critically

Children may use pretend play to imagine something from another perspective. This helps children to develop empathy and an understanding that others may have different views and opinions. This connects with the value of Mutual Respect and Tolerance. This characteristic also gives children the skills to think of their own ideas and how they will achieve a goal.

The following shows some examples of how we promote the British Values within EYFS at Brook Infant School and Nursery.

Democracy

- We model asking questions to find out more about a child's play or an experience they have shared.
- We create opportunities for children to ask questions. For example, giving children the opportunity to ask questions to find out more when a child has shared an interesting object from home.
- We create activities that actively promote asking questions.
- We regularly involve children in circle time activities that involve taking turns, listening to others and valuing their thoughts and ideas.
- We encourage children to work together towards a common goal, such as building large-scale construction or working together on a collaborative piece of art.
- We provide children with simple choices that can be voted on by the show of 'hands up,' such as the choice of construction materials available or the next song to be sung.

Rule of Law

- We decide together upon a set of rules and talk about why these rules are important and how they keep us happy and safe.
- We encourage children to explore how their actions have consequences by understanding the idea of cause and effect. Children can observe how their actions can physically alter something, for example, exploring sound makers or knocking over a tower of bricks.
- We name and discuss different emotions with children to grow their emotional vocabulary and understanding.
- We use emotional vocabulary to reflect on how others may be feeling. When reading stories or participating in imaginative play with puppets or small world characters, we reflect on how a character may be feeling and why.
- When a new piece of equipment or resource is introduced to the children, we teach them the rules of how it should be used to keep everyone safe and happy.

Individual Liberty

- We provide plenty of opportunities for child-led play and for following their own interests.
- We allow children to make their own independent choices, such as mixing their own paint colours or choosing their own materials for a collage.
- We value and make time for children's favourite things and interests, such as reading a favourite story again.
- We provide opportunities for children to take risks in their play by providing time and resources for children to safely take risks and challenge themselves. We make opportunities for children to participate in Forest School activities or using large-scale apparatus and equipment.
- We encourage children to share how they are feeling and understand that others may feel differently or have different opinions.

Mutual Respect and Tolerance

- We follow a calendar of cultural events and religious festivals and introduce these into your setting through role play, visitors, stories, art, dance and images.
- We share stories about children and characters that have a range of experiences so that we can celebrate the diverse world that we live in and help children see that other people and families are different to their own.
- We encourage children to paint self-portraits and celebrate their differences and similarities.
- We make connections and explore our wider community. We organise visits to local places of worship, and support and fundraise for local charitable organisations.
- We encourage children to celebrate and talk about their own special people. Explore and celebrate how our special people and families are all different and special.
- We learn about special festivals, places of worship, ceremonies and events that are important to children and practitioners in Brook School and Nursery and the wider community. We allow time for children and practitioners to share their experiences and plan for activities to explore these further.