



Onslow Infant School

Personal, Social, Health and Economic (PSHE)

Including

Relationships and Sex Education (RSE) Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

This policy should be read alongside our Learning & Teaching, Safeguarding, Dealing with Bullying, Inclusion

Policy Review

This Policy was reviewed Spring 2025
The Policy next review date is Spring 2026
By The Children and Learning Committee

This policy has been developed in consultation with representatives of:

- Senior Leadership Team (SLT)
- The governing body
- Staff with specific responsibility i.e. PSHE Coordinator, Science Coordinator
- Other teaching staff
- Parents

Personal, Social, Health and Economic (PSHE)

‘Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain.’ (<https://www.pshe-association.org.uk/what-we-do/why-pshe-matters>)

At Onslow Infant School we believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE and health education. The school covers the PSHE objectives through our Values-Led Education and cross curricular links. Each child will have equal access to this subject regardless of gender, race and ability.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive community and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a ‘can-do’ attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.

Our aims for all children are that:

- They should be safe, secure and happy in school.
- They have equal access to the curriculum, regardless of ability, gender, race or religion.
- They develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others as well our school values.
- Children’s spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multi-cultural society.

As a school we have decided that this subject will be taught most effectively in the following way:

- We have adopted the Coram Life Education ‘SCARF’ scheme of work to fulfil all DfE statutory requirements for Relationships and Health Education, children’s Spiritual, Moral, Social and Cultural development, and Ofsted inspection criteria for personal development, behaviour and welfare.
- Our timetabling of PSHE will be flexible and time allocation for each session will reflect the task.

Relationships and Sex Education Policy

Page 2 of 11

Onslow Infant School, Powell Close, Guildford GU2 11DD - Tel: 01483 532726 - www.onslow.surrey.sch.uk

- A variety of different teaching activities will be used e.g. circle times, year group assemblies, Mind Up sessions, SCARF lessons and SCRAF workshops.
- Other opportunities to enrich the PSHE curriculum will be used as and when appropriate e.g. Anti-Bullying week and Children’s Mental Health Week, SCARF workshops.
- Individual and group achievements will be celebrated in a weekly achievement assembly, the ‘Special Achievements’ board, and a weekly values assembly.
- Children will be involved in and informed about developments via the School Council, values teaching, and assemblies.
- Our PSHE curriculum includes Relationships Education RSE which is explored in further detail in the following section.
- Our school values have child friendly characters which are displayed as you enter the school and in each classroom.

Values Timetable

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Belonging and friendship	Respect	Positivity	Responsibility	Honesty	Confidence

British Values

The DfE have reinforced the need:

“To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of **democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.**”

The government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated by the Government in 2014.

At Onslow Infant School these values are regularly promoted through high quality teaching throughout the curriculum, a rounded programme of assemblies and a positive behaviour policy. Fundamental British values are also promoted through our Spiritual, Moral, Social and Cultural (SMSC) development of pupils.

This gives our pupils opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. We also acknowledge that the British Values are not exclusively British and that the school is supportive of the Universal Convention of Human Rights.

Relationships and Sex Education (RSE)

Relationships education is compulsory for all pupils in primary education in accordance with 'The Relationships and Sex Education and Health Education (England) Regulations 2019' which came into force under sections 34 and 35 of the Children and Social Work Act 2017, on 1st September 2020.

Health education is compulsory in all schools except independent schools.

What is Relationships and Sex Education?

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

(Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers: 2019)

Aims of Relationships and Sex Education

Taking account of the age, maturity and needs of the pupils, relationships and sex education aims to:

- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy.
- Give children an understanding of the importance of health and hygiene.
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- Answer pupils' questions honestly and sensitively – referring the child to parents where appropriate.
- Enable children to recognise unsafe situations and be able to protect themselves and ask for help and support.
- Help children to understand the consequences of their actions and behave responsibly within relationships.

Principles and Values

Onslow Infant School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life and be an entitlement for all young people.
- Help children to understand their roles and responsibilities in establishing our school community.
- Affirm family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. a nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views.
- Recognise that parents and carers are the key people in teaching their children about relationships and growing up and we aim to work in partnership with parents and carers.
- Recognise that the wider community has much to offer and will aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers if appropriate.

Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices.
- learning the value of family life, stable and loving relationships.
- learning about the nurture of children.
- learning the value of respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively.
- developing self-respect and empathy for others.
- learning to make choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower students with the skills to be able to avoid inappropriate pressures.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages.
- animals, including humans, move, feed, grow, use their senses and reproduce.
- to recognise the main external parts of the bodies of humans
- that humans and other animals can produce offspring and that these grow into adults.
- to recognise similarities and differences between themselves and others and treat others with sensitivity.

At Onslow Infant School we aspire to help every child develop as a whole person and we believe that an effective RSE curriculum and delivery of lesson can make a significant contribution to their ability to establish and maintain stable and loving relationships. It also encourages our pupils to respect others, make responsible and informed decisions about their health and wellbeing and promotes the British values of tolerance. This also links with our values-led curriculum and supports the teaching of 'Respect', 'Responsibility' and 'Confidence'.

Appendix 1 shows the statutory government guidance, which states what must be taught by the end of Primary. Appendix 2 shows what elements we have decided to teach at Onslow at an age-appropriate level.

Organisation and Content of Relationships and Sex Education

RSE at Onslow takes place mainly within PSHE, including 'SCARF', but also through computing, PE, woodland school and science lessons. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships. The Science National Curriculum is more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. As an infant school, we do not teach sex education, so we focus on relationships and health education.

Supporting Pupils with Special Educational Needs

Relationships education and health education must be accessible for all pupils, including those with special educational needs.

Subject leaders liaise with the class teacher and special educational needs co-ordinator (SENCO) to make sure:

- the needs of all pupils are met.
- the curriculum is fully accessible.
- education, health and care (EHC) plans are followed.

Teachers are expected to differentiate the curriculum to support pupils with SEND to fully access the curriculum.

Right of Withdrawal of Students from Relationships and Sex Education

Parents/carers do not have the right to withdraw their child from statutory Relationships or Health Education as it is compulsory education for all pupils in England from September 2020. The right of withdrawal is only applicable to sex education taught at upper KS2.

Confidentiality, Controversial and Sensitive Issues

Issues discussed within RSE lessons may raise safeguarding concerns. In line with our Safeguarding policy, all staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential, and the Head Teacher (DSL) or designated safeguarding leads will only disclose information about a child to other members of staff on a need-to-know basis. All staff will always undertake to gain parent/carers consent to refer a child to Social Care unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Monitoring and Evaluation of PSHE and Relationships and Sex Education

It is the responsibility of the PSHE co-ordinator to oversee and organise the monitoring and evaluation of PSHE and RSE, in the context of the overall school plans for monitoring the quality of teaching and learning.

Appendix 1: Relationships and Health Education: Curriculum Overview

The statutory government guidance states that by the end of Primary, pupils will be taught; ***Please note: this is what pupils should know by the end of Year 6***

Families and people who care for me	<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 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 relationships	<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.
Respectful relationships	<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. • 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.

Online relationships	<p>Pupils should know.</p> <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
Mental wellbeing	<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 • 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.

Internet safety and harms	<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.
Physical health and fitness	<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 and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

Appendix 2: Onslow Infant School Overview

Our RSE curriculum at Onslow Infant School will cover the following aspects of the primary school guidance. We will teach these aspects at an age-appropriate level and can be taught within PSHE, RSE, science and computing lessons.

Key Stage	Curriculum coverage
<p>Early Years Foundation Stage (Reception)</p>	<ul style="list-style-type: none"> • Families: different family structures, characteristics of a healthy family life (caring relationships etc.) • Caring relationships: importance of friends and how to be a good friend, people who care about me, resolving conflicts with friends. • Respectful relationships: manners, respecting others (physically and emotionally), importance of self-respect and permission seeking. • Online relationships: how to keep safe online (links to computing curriculum) • Being safe: knowing that each person’s body belongs to them, how to ask for help or advice from other, where to get advice, who to talk to if they are worried and how to keep themselves clean and follow hygiene routines. • Mental wellbeing: identifying different emotions and how to explain what they are feeling. • Internet safety and harms: how to use technology safely, including child-friendly internet search engines. The benefits of rationing screen time. • Physical health and fitness: the benefits of exercise on our body. Daily exercise in and out of school. • Healthy eating: discussing healthy and unhealthy foods. Cooking and preparing healthy meals. • Health and prevention: how to keep ourselves clean, including handwashing to get rid of germs. • Basic first aid: what to do if you hurt yourself in school.
<p>Key Stage 1 (Year 1 and Year 2)</p>	<ul style="list-style-type: none"> • Families: similarities and differences in families, characteristics of a healthy family life (in greater detail) • Caring relationships: characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties and that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • Respectful relationships: 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 that in school and in wider society they can expect to be treated with respect by others. Different types of bullying, the impact and how to get help. • Online safety: 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.

- Being safe: knowing that each person's body belongs to them, how to ask for help or advice from other, where to get advice and who to talk to if they are worried (in greater detail than in EYFS). It is not always right to keep secrets if they relate to being safe.
- Mental wellbeing: Mental wellbeing is a normal part of daily life, in the same way as physical health. The scale of emotions that all humans feel in relation to different experiences and situations. Expanding their vocabulary around emotions. How to act appropriately. Learning what helps our mental wellbeing and where to seek help.
- Internet safety and harms: *See Computing curriculum below*
- Physical health and fitness: mental and physical benefits of an active lifestyle. Use of Travel Tracker to encourage walking to school.
- Healthy eating: what constitutes a healthy diet and why it is important.
- Drugs, alcohol and tobacco: *not covered*
- Health and prevention: how to keep safe in the sun. The importance of good sleep routines, dental and personal hygiene.
- Basic first aid: how to call 999 in an emergency. Why first aid is important and who to ask if you or someone else is injured.
- Changing adolescent body: *not covered*

Naming body parts is included within the Science National Curriculum (see below).

Key Stage 1: Computing statutory curriculum.

Pupils should be taught to:

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key Stage 1: Science statutory curriculum (animals including humans)

Pupils should be taught to:

- Year One: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Year Two: notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.