

SHELTON INFANT SCHOOL

Relationships, Sex & Health Education Policy

Statement of Intent

At Shelton Infant School we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationship, sex and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their well-being, health and relationships, and to build their self-efficacy.

Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and well-being.

The aims of Relationships, Sex & Health Education (RSHE) at our school are to:-

- Give pupils an understanding of relationships and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Provide a framework in which sensitive discussions can take place.

Our Relationship, Sex and Health Education (RSHE) programme is integrated into our PSHE curriculum which also includes Online Safety. This curriculum document may be viewed under the Curriculum tab on our school website.

We believe that the content of RSHE should be appropriate to the child's own emotional and physical development. We therefore only teach the statutory elements of Sex Education contained in the National Curriculum for Science at Key Stage One. Appendix One of this policy details these statutory requirements.

We understand our responsibility to deliver a high quality, age appropriate and evidence based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our RSHE programme and details how it is informed, organised and delivered.

Headteacher _____ Date

Chair of Governors _____ Date

Framework

This policy has been written in accordance with the statutory guidance from the Department of Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how the school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education.

Curriculum

Shelton Infant School delivers the 'PSHE Matters Derbyshire' scheme of work which is informed by the PSHE Association curriculum map. This is a DFE recommended website.

The learning modules for EYFS includes the Early Learning Goals (ELG) taken from the 'Statutory Framework for EYFS' and guidance from 'Development Matters'.

In Key Stage 1, each module starts with learning opportunities. These are taken from the 'PSHE Association Programme of Study 2020/21' which is based on three core themes: **Health and Wellbeing**, **Relationships** and **Living in the Wider World**.

Development of the Policy

Other schools and organisations

This policy has been developed by working in partnership with schools in Derby (see Appendix Two). A core focus of this partnership was seeking and gaining the views of local religious and community groups, ensuring representation of the protected characteristics of the Equality Act 2010.

Staff consultation

All teachers and support staff were given the opportunity to look at the policy and to make recommendations.

Parent consultation

The school understands the important role which parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parental views are in shaping the curriculum. The school works closely with parents by establishing open communication. All parents are consulted in the development and delivery of the curriculum, as outlined in Appendix 3 of this policy.

Parents were given the opportunity to look at the policy and were invited to ask any questions and/or to discuss any aspects of the policy.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their child on issues covered by the curriculum.

Parents are consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time either verbally or in writing.

Governors

Governors discussed the policy before approval and considered the views expressed by parents and staff before approving the policy.

Curriculum aims

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their well-being, health and relationships, and to build their self-efficacy.

Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and well-being.

We have developed the curriculum taking into account the age, needs and feelings of pupils.

RHE is about the emotional, social and cultural development of pupils. At infant school level, it involves learning about relationships, healthy lifestyles, their bodies, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values.

RSE is not about the teaching or promotion of sexual activity.

If pupils ask questions outside of the scope of this policy, teachers will respond in an appropriate manner so that pupils are informed and don't seek answers online or from unreliable sources. Teachers will answer questions in a sensitive and age and development appropriate manner. They will use skill and discretion in these situations and may refer to the PSHE Lead or headteacher. If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of the discussion and will discuss it later.

Training

All staff will receive regular training so that they are up to date with the relationship and health education programme. Training will also be scheduled around any updated guidance and any new developments which may need to be addressed in relation to the programme.

Curriculum Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health and Economic Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE). (Please see appendix 4 for coverage of the statutory content across the primary school curriculum.)

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

Contents of Relationship and Health Education

The school follow the 'PSHE Matters Derbyshire' scheme of work for both EYFS and KS1. Twelve learning modules (see below) ensure all children in KS1 are taught the statutory content as detailed in Appendix 4. The learning modules for EYFS include the Early Learning Goals (ELG) and guidance from 'Development Matters'.

The 12 modules are:

1. **Drug Education** - including how to manage risk

2. Exploring Emotions - including how to recognise and manage feelings and emotions
3. Being Healthy - including the importance of looking after our mental health
4. Growing up - including the naming of external genitalia
5. Changes - including loss
6. Bullying Matters - including how to ask for help
7. Being Me - including identity and community
8. Difference and Diversity - including challenging stereotypes
9. Being Responsible - including looking after the environment
10. Being Safe - including online and offline
11. Relationships - including what is a healthy relationship
12. Money Matters - including enterprise

Each module is based on three core themes: **Health and Wellbeing**, **Relationships** and **Living in the Wider World** which are taken from the 'PSHE Association Programme of Study 2020/21'.

In KS1, the 12 modules are taught over two years. The school plans a progressive curriculum so that knowledge taught earlier in the school is built upon, as detailed in the PSHE Progression map (See Appendix 6).

Progression of PSHE

12 Modules

	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
FS1	Being Healthy	Being Safe	Exploring Emotions	Difference and Diversity Drug Education	Changes	Being Responsible
	Being Me	Bullying Matters	Relationships		Growing Up	Money Matters
FS2	Being Healthy	Being Safe	Exploring Emotions	Difference and Diversity Drug Education	Changes	Being Responsible
	Being Me	Bullying Matters	Relationships		Growing Up	Money Matters
Year 1	Being Healthy	Being Safe Anti Bullying Week/Odd Sock Day	Exploring Emotions	Difference and Diversity	Growing Up	Being Responsible
Year 2	Being Me	Bullying Matters	Relationships	Drug Education	Money Matters	Changes

'Changes' to be taught in Summer 1 for FS1 and FS2 to link with ~~UoW~~. 'Changes' to be taught in Summer 2 for Year 2 to link with transition to Juniors.

The school always considers the age and development of the pupils when planning the teaching and learning for each year group.

The school has liaised with Shelton Junior School to ensure all statutory objectives detailed in Appendix 4 are taught by the end of Year 6.

Sex Education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which, at Key Stage 1, includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, and the reproductive and growth processes in some plants and animals. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

We believe that the content of RSHE should be appropriate to the child's own emotional and physical development. We therefore only teach the statutory elements of Sex Education contained in the National Curriculum for Science at Key Stage One. Appendix One of this policy details these statutory requirements.

We do **not** teach sex education beyond what is required of the National Curriculum at Key Stage One.

Parents' right to withdraw

Parents do **not** have the right to withdraw their children from RSHE or the programme of study set out for Science in the National Curriculum. This is because we are only teaching the statutory curriculum for RSHE and the Science curriculum at Key Stage One.

During Key Stage 1, correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies. Please contact Mrs Badri if you would like to discuss this element of the curriculum.

Equality and Accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against people with a protected characteristic – these characteristics are defined as:-

- Disability
- Gender
- Race/ethnicity
- Religion/belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The

school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

This will be reviewed on a case-by-case basis and discussed with the parent/carer where necessary. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs. The curriculum will be 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 a mum and a dad, blended families (step/half siblings) single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other 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).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a Positive Discipline Policy.

Roles and Responsibilities

The Board of Governors is responsible for:-

- Approving the RSHE Policy and holding the Headteacher to account for its implementation.

The Headteacher is responsible for:-

- The overall implementation of this policy
- Ensuring that RSHE is taught consistently across the school
- Ensuring that parents are fully informed of this policy
- Reporting to the governors on the effectiveness of this policy
- Ensuring staff are suitably trained to deliver the curriculum content.

The PSHE Leader is responsible for:-

- Overseeing the delivery of the subjects
- Ensuring teachers are provided with high quality resources to support the teaching of the subjects
- Ensuring the school meet its statutory requirements in relation to the RSHE curriculum.
- Monitoring the quality of teaching and learning in the subjects through discussions with staff and pupils, learning walks/lesson observations, discussion with pupils and scrutiny of work and teachers' planning.
- Ensuring the RSHE curriculum is inclusive and accessible for all pupils
- Working with other subject leaders to ensure the RSHE curriculum complements but does not duplicate, the content covered in other subjects.

Teachers and support staff are responsible for:-

- Delivering a high quality and age appropriate RSHE curriculum in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensuring that they do not express personal views or beliefs when delivering RSHE.
- Modelling positive attitudes to RSHE.
- Ensuring that pupils' views are listened to and that pupils are encouraged to ask questions and engage in discussion.
- Ensure that pupils are not stigmatised as a result of their home circumstances.
- Monitoring the progress of pupils through discussions, group tasks and written tasks.
- Responding to the needs of individual pupils.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

Staff do not have the right to opt out of teaching RSHE.

Pupils are expected to:-

- Engage fully in RSHE, and when discussing issues related to RSHE to treat others with respect and sensitivity.

Monitoring & Review

This policy will be reviewed annually by the PSHE Leader, Headteacher and governors.

The next scheduled review date for this policy is April 2025.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils by newsletters and the school website.

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Appendix One

Sex Education – Statutory Requirements at Key Stage One

Y1: Statutory Requirements

- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notes and guidance (non-statutory):

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Y2: Statutory Requirements

- Notice that animals, including humans, have offspring which grow into adults.

Notes and guidance (non-statutory):

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils

recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need to stay healthy; and suggesting ways to find answers to their questions.

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Appendix Two

Consultation partners:

Akaal Primary School

Arboretum Primary School

Dale Primary School

Firs Primary School

Hardwick Primary School

Markeaton Primary School

Mickleover Primary School

PearTree Infant and Walbrook Nursery School

Pear Tree Junior School

Shelton Infant School

St Chad's Church of England Nursery and Infant School

St James' Church of England Infant and Nursery School

St James' Church of England Junior School

Zaytouna Primary School

Derby City Council Education Officer

Representatives from:

The Muslim faith

The Sikh faith

Church of England Methodist

Virtual School Derbyshire

LGBT

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Appendix Three

How Shelton Infant School consults with parents in the development and delivery of the curriculum:

Our school understands the important role parents play in enhancing their children's understanding of relationships and health. Parents' views are important in shaping the curriculum.

Our school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum through surveys, letters and information on the school website.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Our school aims to build positive relationships with parents and invited them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time verbally or written.

This can be facilitated via:

- Initial parent consultation survey prior to publishing (Online due to Covid-19)
- Annual questionnaire
- Email admin@sheltoni.derby.sch.uk
- Telephone 01332 700353
- Open door policy – parents welcome in school
- Requested meetings with the Headteacher, SENCO and/or PSHE Lead.

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Appendix Four

The following tables are laid down in the DfE guidance.

By the end of primary school, pupils should know the following.

(NB This is the statutory curriculum for the whole of Key Stages One & Two.

Being an infant school we do not cover all of this.)

Relationship Education

Families	<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 and civil partnership 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	<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

	<ul style="list-style-type: none"> 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	<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	<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	<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
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Health Education

Mental wellbeing	<ul style="list-style-type: none"> • Mental wellbeing is a normal part of daily life, in the same way as physical health. • There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that
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	<p>it is very important for children to discuss their feelings with an adult and seek support.</p> <ul style="list-style-type: none"> • 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 & harms	<ul style="list-style-type: none"> • 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. • 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 & Fitness	<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	<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 & tobacco	<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 & Prevention	<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 checkups 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	<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	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

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Appendix Five

The Relationship & Health Education curriculum taught to Nursery and Reception pupils is contained within the statutory Early Years Foundation Stage curriculum.

Pupils will be taught following the 'PSHE Derbyshire Matters' scheme of work which include:

Making Relationships

- To be interested in others' play and starting to join in.
- To seek out others to share experiences.
- To show affection and concern for people who are special to them.
- May form a special friendship with another child.
- To play in a group, extending and elaborating play ideas.
- To initiate play, offering cues to peers to join them
- To keep play going by responding to what others are saying or doing.
- To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- To initiate conversations, attend to and take into account what others say.
- To explain own knowledge and understanding, and ask appropriate questions of others.
- To take steps to resolve conflicts with other children, e.g. finding a compromise.

Self-confidence and self-awareness

- To separate from main carer with support and encouragement from a familiar adult.
- To express their own preferences and interests.
- To select and use activities and resources with help.
- To welcome and value praise for what they have done.
- To enjoy the responsibility of carrying out small tasks.
- To be more outgoing towards unfamiliar people and more confident in new social situations.
- To confidently talk to other children when playing and communicate freely about home and community.
- To show confidence in asking adults for help.
- To confidently speak to others about own needs, wants, interests and opinions.

- To describe themselves in positive terms and talk about abilities.

Managing feelings and behaviour

- To seek comfort from familiar adults when needed.
- To express own feelings such as sad, happy, cross, worried, scared.
- To respond to the feelings and wishes of others.
- To be aware that some actions can hurt or harm others.
- To help or give comfort when others are distressed.
- To show understanding and cooperate with some boundaries and routines.
- Can inhibit own actions/behaviours e.g. stop themselves from doing something they shouldn't do.
- To demonstrate a growing ability to distract self when upset e.g. by engaging in a new play activity.
- To be aware of own feelings, and know that some actions and words can hurt others' feelings.
- To begin to accept the needs of others and can take turns and share resources sometimes with support from others.
- To usually tolerate delay when needs are not immediately met and understands wishes may not always be met.
- To usually adapt behaviour to different events, social situations and changes in routine.
- To understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- To be aware of the boundaries set, and of behavioural expectations in the setting.
- To begin to negotiate and solve problems without aggression.

Health and self-care

- To feed self competently with spoon.
- To drink well without spilling.
- To clearly communicate their need for the toilet.
- To begin to recognise danger and seek support of significant adults to help.
- To help with clothing e.g. putting on hat, unzipping a zipper.
- To begin to be independent in self-care but still often needs support.
- To tell an adult when hungry or tired or when they want to rest or play.
- To observe the effects of activity on their bodies.
- To understand that equipment and tools have to be used safely.
- To gain more bowel and bladder control and to attend to toileting needs most of the time themselves.

- To manage to wash and dry hands.
- To dress with help e.g. puts arms into open fronted coat when held up, pull up own trousers and pull up zipper once it is started at the bottom.
- To eat a range of healthy foodstuffs and understands the need for variety in food.
- To stay dry and clean during the day.
- To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- To show understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- To show understanding of how to transport and store equipment safely.
- To practice some appropriate safety measures without direct supervision.

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Appendix Six

Progression of PSHE

This document has been designed to show how we will cover all of the relevant PSHE knowledge and skills across our school through the delivery of 'PSHE Matters Derbyshire' scheme of work.

EYFS -The learning modules for EYFS includes the Early Learning Goals (ELG) taken from the 'Statutory Framework for EYFS' and guidance from 'Development Matters'. (See Appendix A for PSED ELGs)

KS1- Each module starts with learning opportunities. These are taken from the 'PSHE Association Programme of Study 2020/21' which is based on three core themes: **Health and Wellbeing**, **Relationships** and **Living in the Wider World**.

Autumn Term 1	FS1	FS2	Year 1	Year 2
Being Healthy	To be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly. To make healthy choices about food, drink, activity and tooth brushing.	To manage their own needs in terms of personal hygiene. To know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine.	To identifying different ways to keep healthy. (H1) To recognising foods that support good health; the risks of eating too much sugar. (H2) To explore how physical activity helps us to stay healthy and ways to be physically active every day. (H3) To recognise why sleep is important and different ways to rest and relax. (H4) To demonstrate simple hygiene routines that can stop germs from spreading. (H5) To explore what good dental care is (how visiting the dentist and brushing teeth correctly can support dental	

		ELG PSED (Managing Self) Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.	<p>health); identifying food and drink that supports dental health. (H7)</p> <p>To describe different ways of keeping safe in the sun to reduce skin damage. (H8)</p> <p>To recognise the importance of knowing when to take a break online/offline. (H9)</p>	
Being Me	<p>To show more confidence in new social situations.</p> <p>To develop their sense of responsibility and membership of a community.</p> <p>To become more outgoing with unfamiliar people, in the safe context of their</p>	<p>To see themselves as a valuable individual.</p> <p>To express their feelings and consider the feelings of others.</p> <p>To show resilience and perseverance in the face of challenge.</p>		<p>To recognise what makes them special. (H21)</p> <p>To identify the ways in which we are all unique. (H22)</p> <p>To know what they are good at, what they like and dislike. (H23)</p> <p>Recognising the different groups they belong to. (L4)</p> <p>Identifying that everyone has different strengths. (L14)</p> <p>Recognising the ways in which they are the same and different to others. (R23)</p>

	setting.	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>C&L (Listening, Attention and Understanding)</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>		
Autumn Term 2	FS1	FS2	Year 1	Year 2
Being Safe	<p>To increasingly follow rules, understanding why they are important.</p> <p>To show more confidence in new social situations.</p>	<p>To identify and moderate their own feelings socially and emotionally.</p> <p>ELG PSED (Self-Regulation) Give focused</p>	<p>To talk about the role of the internet in everyday life. (L8)</p> <p>To identify that not all information online is true. (L9)</p> <p>To recognise that sometimes people may behave differently online, including by pretending to be someone they are not. To respond safely to people online/offline. (R14)</p>	

	<p>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>To talk about rules and age restrictions that keep us safe. (H28)</p> <p>To recognise risk and what action to take to minimise harm. Knowing when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. (H29)</p> <p>To describe how to keep safe at home. (H30)</p> <p>To describe ways to keep safe in familiar/ unfamiliar environments; (e.g. beach, park, swimming pool, on the street) and how to cross the road safely). To learn rules for, and ways of keeping, physically and emotionally safe - responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. (H32)</p> <p>To talk about the people whose job it is to help keep us safe. (H33)</p> <p>To explain basic rules to keep safe online. (H34)</p> <p>To understand what to do if there is an accident and someone is hurt. (H35)</p> <p>To demonstrate how to get help in an emergency; how to dial 999</p>	
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			and what to say. (H36)	
Bullying Matters	<p>To continue developing positive attitudes about the differences between people.</p> <p>To find solutions to conflicts and rivalries with adult support. For example, accepting that not everyone can be the leader in the game, and suggesting other ideas.</p> <p>To talk with others to solve conflicts with adult support.</p> <p>To understand gradually how others might be feeling.</p>	<p>To see themselves as a valuable individual.</p> <p>To build constructive and respectful relationships with adults and peers.</p> <p>To work and play cooperatively and take turns with others.</p> <p>To express their feelings and consider the feelings and the perspective of others.</p> <p>To identify and moderate their own feelings socially and emotionally</p> <p>ELG PSED (Building Relationships) Work and play</p>		<p>To recognise simple strategies to resolve arguments between friends positively. (R8)</p> <p>To recognise how to ask for help if a friendship is making them feel unhappy. (R9)</p> <p>To recognise that bodies/feelings can be hurt by words and actions. To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond. (R10)</p> <p>To identify how people may feel if they experience hurtful behaviour or bullying. (R11)</p> <p>To understand that hurtful behaviour (offline and online) is not acceptable. (R12)</p> <p>To explain how to report bullying and the importance of telling a trusted adult. (R12)</p> <p>To identify what to do if they feel worried. (R20)</p> <p>To identify what is kind and unkind behaviour. (R21)</p> <p>To recognise how to treat themselves and others with respect. (R22)</p> <p>To play, listen and work cooperatively.</p> <p>To actively listen to others and follow instructions. (R24)</p>

		cooperatively and take turns with others.		
Spring 1	FS1	FS2	Year 1	Year 2
Exploring Emotions	<p>To find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>To begin to take turns.</p> <p>To talk with others to solve conflicts.</p> <p>To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>To express their feelings and consider the feelings of others.</p> <p>To identify their own feelings socially and emotionally.</p> <p>To think about the perspectives of others.</p> <p>ELG PSED (Self-Regulation) Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>PSED (Self-</p>	<p>To name different feelings. (H11)</p> <p>To explain how to recognise different feelings. (H12)</p> <p>To recognise that feelings can affect the way we think, feel and behave. (H13)</p> <p>To talk about how to recognise what others might be feeling. (H14)</p> <p>To recognise that not everyone feels the same about the same things. (H15)</p> <p>To name ways of sharing feelings and naming a range of words to describe feelings. (H16)</p> <p>To talk about things that help people's mental/physical health. (H17)</p> <p>To identify ways to manage big feelings. (Different things they can do to change their mood when they don't feel good). (H18)</p> <p>To recognise when they need help and understand how to ask for help. (H19)</p>	

		<p>Regulation n) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>		
Relationships	<p>To develop their sense of responsibility and membership of a community.</p> <p>To become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>To show more confidence in new social situations.</p> <p>To play with one or more</p>	<p>To build constructive and respectful relationships including working and playing cooperatively and taking turns with others.</p> <p>To express their feelings and show sensitivity to their own feelings and the feelings of others.</p> <p>To identify and moderate their own feelings</p>		<p>To explain how the internet and devices can be used safely to communicate with others. (L7)</p> <p>To recognise the roles different people play in their lives. (e.g. acquaintances, friends, and relatives) (R1)</p> <p>To understand that it is important to tell someone if something about their family makes them unhappy or worried. (R6)</p> <p>To understand how people make friends and explain what makes a good friendship. (R5)</p> <p>To recognise when they or someone else feels lonely and what to do that may help. (R7)</p> <p>To explain basic techniques for resisting pressure</p>

	<p>other children, extending and elaborating play ideas.</p> <p>To join in play with others.</p> <p>To understand gradually how others might be feeling.</p>	<p>socially and emotionally.</p> <p>To think about the perspectives of others.</p> <p>ELG PSED(Building Relationships) Form positive attachments to adults and friendships with peers. PSED(Building Relationships) Show sensitivity to their own and other's needs. PSED(Building Relationships) Work and play cooperatively and take turns with others.</p> <p>UtW (Past and Present) Talk about the</p>	<p>to do something they don't want to do. (R19)</p> <p>To talk about how to recognise what others might be feeling. (H14)</p> <p>To recognise that not everyone feels the same about the same things. (H15)</p>
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		lives of the people around them and their roles in society.		
Spring 2	FS1	FS2	Year 1	Year 2
Difference and Diversity	<p>To develop their sense of responsibility and membership of a community.</p> <p>To understand gradually how others might be feeling.</p> <p>To continue developing positive attitudes about the differences between people.</p>	<p>To build constructive and respectful relationships.</p> <p>To express their feelings and consider the feelings of others.</p> <p>To think about the perspectives of others.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To recognise that some family environments are different from the one in</p>	<p>To recognise ways they are the same as and different to, other people. (L6)</p> <p>To identify that everyone has different strengths. (L14)</p> <p>To discuss the strengths/interests someone might need to do different jobs. (L17)</p> <p>To identify people who love and care for us and what they do to help them feel cared for. (R2)</p> <p>To recognise that there are different types of families including those that may be different to their own. (R3)</p> <p>To identify common features of family life. (R4)</p> <p>To recognise how to treat themselves and others with respect; how to be polite and courteous. (R22)</p> <p>To recognise the ways in which they are the same/different to others. (R23)</p> <p>To recognise what makes them special. (H21)</p>	

		<p>which they live.</p> <p>ELG PSED(Building Relationships) Show sensitivity to their own and to others' needs.</p> <p>UtW (People, Cultures and Communities) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>UtW(Past and Present) Talk about the lives of the people around</p>	<p>Celebrate the ways in which we are all unique. (H22)</p>	
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		them and their roles in society.		
Drug Education	<p>To increasingly follow rules, understanding why they are important.</p> <p>To remember rules without needing an adult to remind them.</p>	<p>To know and talk about the different factors that support their overall health and wellbeing.</p> <p>ELG PSED (Managing Self) Explain the reasons for rules, know right from wrong and try to behave according ly.</p>	<p>To identify what keeping healthy means and different ways to keep healthy. The importance of physical, mental and emotional health and how to make simple choices about their own health and wellbeing.</p> <p>(Recognise what they like and dislike and how to make real informed choices, which can have good and not so good consequences). (H1)</p> <p>To know how medicines can help people to stay healthy. (H6)</p> <p>To name different feelings. (H11)</p> <p>To talk about rules and age restrictions that keep us safe.</p> <p>Can apply to describe ways of keeping safe in different situations (purely drugs related). (H28)</p> <p>To understand that household products (including medicines) can be harmful if not used correctly. (H31)</p> <p>To talk about the people whose job it is to help keep us safe. (H33)</p> <p>To understand that things that people</p>	

				put into their body or on their skin can affect how people feel. (H37)
Summer 1	<u>FS1</u>	<u>FS2</u>	<u>Year 1</u>	<u>Year 2</u>
Changes	<p>To understand the key features of the life cycle of a plant and an animal.</p> <p>To talk about the differences between materials and changes they notice.</p>	<p>To see themselves as a valuable individual.</p> <p>To be confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change.</p> <p>To understand the effect of changing seasons on the natural world around them.</p> <p>ELG PSED (Managing Self) Be confident to try new activities and show independence, resilience, and perseverance</p>		

		<p>nce in the face of challenge</p> <p>-</p> <p><i>UtW (The Natural World)</i></p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		
Money Matter				<p>To understand what money is, forms that money comes in and that money comes from different sources. A basic understanding of enterprise: To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving. (L10)</p> <p>To recognise that people make different choices about how to save/spend money.</p> <p>To learn about the role money plays in their lives including how to manage their money, keep</p>

				<p>it safe, make choices about spending money, and what influences those choices. (L11)</p> <p>To recognise the difference between needs and wants, that sometimes people may not always be able to have the things they want. (L12)</p> <p>To understand how money can be looked after; different ways of doing this. (L13)</p> <p>To identify that everyone has different strengths. (L14)</p> <p>To understand that jobs help people to earn money to pay for things. (L15)</p> <p>To identify different jobs that people they know or people who work in the community do. (L16)</p> <p>To identify the strengths/interests someone might need to do different jobs. (L17)</p>
Growing Up	<p>To become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>To show more confidence</p>	<p>To see themselves as a valuable individual.</p> <p>To manage their own needs such as personal hygiene.</p> <p>ELG PSED (Managing)</p>	<p>To identify feelings associated with change/loss. (H20)</p> <p>To recognise what makes them special. (H21)</p> <p>To talk about the ways in which we are all unique. (H22)</p> <p>To explain how people's needs change as they grow from young to old. (H26)</p>	

	e in new social situations. To begin to make sense of their own life-story.	g Self) Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge .	Naming the main parts of the body including external genitalia. (H25) Recognising and understanding the importance of respecting privacy. (R13) Identifying how to respond if physical contact makes them feel uncomfortable/unsafe. (R16) Understanding that there are situations when they should ask for permission. (R17) Recognising the importance of not keeping adults' secrets. (R18) Identifying what to do if they feel unsafe/worried for themselves or others. (R20)	
Summer 2	FS1	FS2	Year 1	Year 2
Being responsible	To develop their sense of responsibility and membership of a community. To increasingly follow rules, understanding why they are	To build constructive and respectful relationships. To express their feelings and consider the feelings of others. To manage their own	To understand what rules are and why different rules are needed for different situations. (L1) To recognise that people and other living things have different needs and understand the responsibilities of caring for them. (L2) To explain things they can do to help look after their environment. To	

	<p>important .</p> <p>To be increasing ly independent in meeting their own care needs, e.g. brushing teeth, using the toilet.</p> <p>To make healthy choices about food, drink, activity and tooth brushing.</p> <p>To begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>needs including personal hygiene.</p> <p>To explore the natural world around them.</p> <p>ELG PSED (Managing Self) Explain the reasons for rules, know right from wrong and try to behave according ly.</p> <p>UtW (The Natural World) Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>PSED (Managing Self) Manage their own basic hygiene</p>	<p>learn what improves and harms their local, natural and built environments and about some of the ways people look after that. (L3)</p> <p>To explore and give examples of the different roles and responsibilities people have in their community. Understand that people and other living things have needs and that they have responsibilities to meet them. To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. (L5)</p> <p>To share opinions on things that matter to them. (R25)</p>	
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	<p>and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>PSED (Self-Regulation) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>-</p> <p>PSED (Self-Regulation) Give focused attention to what the teacher says, responding appropriately even when engaged</p>		
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		in activity, and show an ability to follow instructions involving several ideas or actions.		
Money Matters	<p>To 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.</p> <p>To play with one or more other children, extending and elaborating play ideas.</p> <p>To show interest in different occupations.</p>	<p>To identify and moderate their own feelings socially and emotionally.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>ELG PSED (Self-Regulation) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>		

		<i>UtW(Past and Present)</i> Talk about the lives of the people around them and their roles in society.		
Changes				<p>To recognise that feelings can affect the way we think, feel and behave. (H13)</p> <p>To recognise ways of sharing feelings. (H16)</p> <p>To identify ways to manage big feelings. (H18)</p> <p>(Different things they can do to change their mood when they don't feel good). To recognise when we need help and understand how to ask for help. (H19)</p> <p>To explain different ways family and friends care and support for one another.</p> <p>To identify feelings associated with change/loss and recognise what helps people to feel better. (H20)</p> <p>To explore how to manage when we find things difficult. (H24)</p> <p>To explain how people's needs change as they grow from young to old. (H26)</p>

				To explain positive ways of preparing to move to a new class/year group. (H27)
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Appendix 7

Personal, Social and Emotional Development Early Learning Goals

Self-Regulation ELG

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 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.

Managing Self ELG

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.

Building Relationships ELG

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.