



PSHE, Health Education and Relationship Education Policy

At Old Basing Infant School, we uphold and value the United Nations Convention on the Rights of the Child (UNCRC). The articles of the convention are a fundamental part of the ethos of our school, they are reflected in the language we use and delivered implicitly and explicitly through units of work that support the RRE (Rights Respecting Education) agenda.

Schools are responsible for promoting a rights-respecting environment and for developing an understanding that rights apply equally to everyone globally.

Children and young people should be given opportunities to learn about the wider world and understand their responsibilities to ensure everyone can fulfil their rights. (UNICEF)

At Old Basing Infant School, we recognise each child as an individual with differing needs and abilities and ensure that all children are able to access the PSHE (Personal Social Health Education) content through differentiation when needed. We aim to support children's learning by providing them with a broad, balanced curriculum which takes into account their individual aptitudes and abilities. Our teaching aims to respond to the diversity of our children, including their different cultures, faiths and family backgrounds. This is reflected in articles 3, 12, 14, 28, 29, 31 and 42 of the UNCRC. We also work hard to teach the children the key British Values. These are made explicit to the children whilst also being reflected in the ethos of the school. There is more information available about how The British Values are taught at Old Basing Infant School on our school website. The school is committed to the provision of Personal, Social and Health Education (PSHE) which includes Rights, Respect, Education (RRE) and the statutory Relationship Education and Health Education (REHE), to all of its pupils. This is delivered in a variety of ways.

Definition

We deliver our curriculum under the umbrella heading of PSHE – Personal, Social, Health Education.

In Relationships Education children at Old Basing Infant School learn about the key building blocks of healthy, respectful relationships. The emphasis is placed on family and friendships, in all contexts, including those online.

As part of Health Education children learn about their physical and mental health but also the importance of developing respect and tolerance for all regardless of age, gender, faith, ethnicity, sexual orientation or disability.

We believe that this contributes to a child developing the qualities that will help them to grow into happy, healthy adults. These qualities include resilience, determination, challenge, respect, an understanding of difference and inclusivity. We believe that our PSHE Curriculum empowers children to develop a sense of responsibility for themselves, each other and the wider local and global community.

Delivery

At Old Basing Infant School, PSHE including Relationships and Health Education is taught in different ways. All staff have had in-house training on our statutory obligations and in the tools being used in our school. The curriculum is usually delivered by the teaching staff. We use an online learning package called MyHappyMind. MyHappyMind was first introduced last year and is now embedded across all year groups. Any content that is contained in the PSHE Program of Study for KS1, which is not covered by MyHappyMind, is also taught (this can be found on our Topic Map on the school website). Through Circle Time and stories, we discuss issues that arise with relationships and friendships, all of which are delivered with key British Values being the common thread that pulls this all together. We feel this demonstrates and encourages the following:

- An understanding of their own rights and those of others
- Respect for self
- Respect for others
- Understanding and accountability of their own actions
- Understanding of themselves as an individual that is part of a family, a group of friends, the school and wider local and global community.

MyHappyMind – Weekly lessons which have combined the latest research, science and technology to help children develop lifelong habits and learn to thrive. Through the online programme, children learn how their brain works and strategies to help promote their mental health and wellbeing. The programme is used across the EYFS and KS1 and contains 5 modules which are listed below;

- Meet your brain – understanding how your brain works
- Celebrate – understanding your unique character strengths
- Appreciate -understanding why gratitude matters
- Relate- understanding why positive relationships matter
- Engage -understanding how to set meaningful goals.

RRE – This is delivered through various campaigns that the school and individual year groups take part in such as UNICEF's yearly Outright campaign and this is embedded within our behaviour policy and the principles that we have for teaching and learning.

Circle Time – this is usually based around needs each class or year group, a 'Big Question' or a friendship theme.

Science – the human body.

PE – Health Education in terms of the importance of physical fitness is made explicit within PE lessons.

Computing – Online safety.

Through these planned opportunities, the children will begin to:

- Develop confidence, resilience and be able to take responsibility for their own actions
- Make the most of their abilities
- Prepare to play an active role as citizens with an understanding of how key British Values underpin our society.
- Develop a healthy, safer lifestyle.
- Develop good understanding of and respect for the differences between people in terms of Race, Colour, Gender and Sexual Orientation.
- Have a developing understanding of different types of families and relationships.
- Develop awareness of their own rights and of the rights of others.
- Have an understanding of the benefits of a healthy lifestyle including developing resilience and good mental health.
- Explore attitudes and values around drug and alcohol misuse.
- Make healthy and informed choices.
- Communicate their feelings and concerns.

The children are actively involved in decision making within the school through the Pupil Council and through our EARA (Equality and rights advocates) groups.

As an infant school, we recognise that it is unlikely that our pupils will be involved in drug taking or substance abuse themselves, but may be exposed to an environment where drugs are taken. We recognise the importance of pastoral care in ensuring the well-being of our children; this may be particularly relevant where a parent might be involved in drug taking or substance abuse, including alcohol. The PSHE curriculum ensures children are able to discuss drugs and medicines and as part of Health Education they are taught about the safety of taking drugs as medicines.

The Children, parents, staff and Governors have been consulted as part of our curriculum briefing. We have shared our curriculum content and our aims, with an explanation of why *parents do not have the right to withdraw their child from Relationships Education at Primary School*. There is no statutory Sex Education content at KS1 so this is not applicable until KS2 and only then if their chosen school covers content - usually in Y6.

The below is the link to statutory guidelines for RSHE.

<https://www.gov.uk/government/consultations/review-of-the-rshe-statutory-guidance>

PSHE is monitored in a variety of ways by the PSHE Lead Victoria Nightingale and with the Governing Body

Related Policies:

Child Protection Policy

Safeguarding policy

Anti-Bullying Policy

E-Safety Policy

Health and Safety policy

Supporting children with medical needs policy

Updated – Autumn 2025

Approved by Governors – December 2025

UNCRC Articles covered by this policy:

Articles 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 28: Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 42: Governments must actively work to make sure children and adults know about the Convention.