



Stanah Primary School

PSHE Policy

September 2020

At Stanah Primary School, we aim to provide a range of opportunities for children to develop themselves in a well-balanced way, beyond the academic and to move from childhood to adolescence with support and guidance to encourage both an awareness of others and the growth of responsible independence. Through this, we believe children can develop the confidence, talents and skills to become effective individuals in order to become lifelong learners.

We want to prepare our children for the future by encouraging the development of characteristics for life such as a love of learning, resilience, integrity, team work, critical thinking and independence. We want to prepare them for the world of work and support them in developing enterprise skills and financial awareness.

As a school we promote the use of 'Growth Mindset' and this, alongside our British Values underpin our PSHE curriculum.

S Purpose

This policy covers our school's approach to statutory guidance on Relationships Education, Health Education (HRE) including Sex Education and all non-statutory elements of PSHE including keeping safe, growing and changing, feelings and emotions, valuing difference, rights and responsibilities, taking care of the environment and money.

S Aims and Objectives

The Secretary of State wrote in the Relationships, Health and Sex Education DfE document (2019): '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.'

Personal, Social and Health Education and Citizenship (PSHCE) and Healthy Relationships and Sex Education enables children to become healthy, independent and responsible members of society. Our school is committed to promoting the health and wellbeing of all our children and of the whole school community, and fully recognise the important relationship between well-being and learning. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

The Healthy Relationships and Sex education programme provided at our school will promote the spiritual, moral, cultural, mental and physical development of pupils at school and of society; preparing them for the opportunities, responsibilities and experiences of adult life.

S The overarching aim of PSHCE and HRE is to provide the children with: (Intent)

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- Develop the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
(PSHE Association 2013)

Within this, the school aims to develop pupils' understanding of:

- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings
- a healthy lifestyle, including physically, emotionally and socially
- a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
 - diversity and equality, in all its forms
- rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- career, including enterprise, employability and economic understanding

S The aims of the RSE Education programme:

We believe that a high quality RSE programme helps create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children have a right to good quality education.
- Children want to be prepared for the physical and emotional changes they undergo at puberty and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'.
- RSE plays a vital part in meeting the schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and (under the Education Act -1996) prepare children for the challenges, opportunities and responsibilities of adult life.
- A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

S Teaching and learning style

At Stanah, we use a range of teaching styles. We place an emphasis on active learning by including children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer the children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

All pupils have a discreetly timetabled lesson for PSHCE and HRE each week, led by the class teacher. By its nature, much of the PSHCE and HRE curriculum is taught and encouraged discreetly. Class teachers and other members of staff have the responsibility of teaching children positive social, emotional and spiritual skills through:

- Implementing the school's procedures for pastoral care, guidance and support.
- Responding to class / individual needs and issues, providing discreet sessions to promote pupils' personal and social development.
- Handling issues outside the classroom in a calm manner which encourages the children to reflect on their own behaviour. This will involve providing support and ideas in relation to solving problems independently.
- Modelling good practise in attitude, commitment and work ethic.

Cross –curricular links will be made where appropriate such as in PE / Science – Healthy lifestyles, Drug Education and Sex and Relationships; History – Citizenship; Geography – links Sustainability with Citizenship and Relationships, ICT – keeping safe online

S PSHE and HRE curriculum planning (Implement)

We teach PSHCE and HRE through the National Curriculum and '1 decision resources' which explicitly promote social, emotional and behavioural skills with built in progression for each year group. In some instances, e.g. drugs education, we teach PSHCE and HRE as a discreet subject, or through our science lessons.

We have updated our scheme of work so that we are in line with the new government guidelines. Staff follow a question based long term plan covering the three themes – Health and wellbeing, Relationships and Living in the wider world. Learning also links to the curriculum and whole school events such as Anti-bullying week and Internet Safety. Children learn through repetition and our curriculum will ensure that children are continuously learning and developing throughout the year. A long term plan has been created. Teachers will use their professional judgement when delivering the lessons based on their children's needs, but ensuring that a balanced curriculum is taught. We also develop PSHCE and HRE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters and arrange events. One child from each class are nominated by their peers and teachers and attend the council meetings.

Our PSHCE and Healthy Relationships Education (including Sex Education) curriculum will teach the children about the following topics in both key stages.

- Relationships - Families and Friendships, Safe Relationships, Respecting ourselves and others
- Health and Wellbeing – Physical Health and Wellbeing. Growing and Changing, Keeping Safe
- Living in the Wider World – Belonging to a community, Media literacy and digital resilience, Money and Work

Aspects of Teaching in Health and Relationships Education

We are required to teach Health and Relationships Education. Physical Health and Wellbeing Education (Health Education) is taught in KS1 and 2. We will teach the children about:

- Mental Health and wellbeing
- Internet Safety and Harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

In Relationships Education, we will teach the children in KS1 and 2 about:

- Families who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Aspects of Teaching and Learning in Sex Education

Pupils will be taught from an early age to understand human sexuality and to respect themselves and others. They will be given accurate information which will enable them to understand difference and help remove prejudice.

Traditional Christian marriage will be promoted as the fundamental building block for society and of family life and as the proper context for the nurture of children.

- Life-long human friendships will be discussed, and children will learn that they are an important gift and should be honoured and cherished.
- Develop and practice the personal and social skills necessary to make informed decisions in a range of social situations and settings.
- Safeguarding is of utmost importance and the scheme will ensure the safety of our children by teaching them about positive relationships with others.

It will be delivered through discreet teaching time and through the statutory programme of study for science in KS1 and 2. The scheme contains factual information that will be accurately and sensitively transmitted. A range of reference works, video and other visual material is used to provide variety and balance.

Boys and girls will be taught together except where there are particular reasons for their separations. The school considers it important for both sexes to begin the long endeavour to understand each other's needs.

The curriculum will be delivered through:-

- Cross curricular themes / topics
- Planned aspects of science
- PSHE lessons / activities
- Circle times
- Specific Sex Education lessons
- Class sessions
- Small group work
- Responding to individual children sensitively and as appropriate to their age and developmental stage
- Story time
- Assemblies
- Outside visitors eg school nurse, parents bringing baby to school

S Asking questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ DSL. By not answering a question, it may become a safeguarding issue so we will aim to answer most asked.

Questions may be referred to parents/carers if it is not appropriate to answer them in school and the conversation recorded on CPOMS. We may use a question box or 'ask it basket' where questions may be asked anonymously and children are able to record any questions in their personal journal. When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
 - if a question is too explicit, feels too old for a pupil, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

S Creating a safe and supportive learning environment

The school seeks to provide a safe, secure learning environment for PSHE and HRE that enables children to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident and successful adults. We ensure that members of staff are role models for positive interpersonal relationships.

Group agreements are negotiated in each class between the children, class teacher and teaching assistant at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support from adults that they can trust.

S Inclusion

The school will work to ensure that all pupils, including those with special educational needs and able, gifted and talented, are provided with appropriate support in their personal and social development. Through our teaching in PSHE and HRE, we provide learning opportunities that enable all children to make progress from their unique starting points. In order to achieve this, teachers will work to:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.
- Assess against the National Curriculum which allows us to consider each child's attainment and progress against age related expectations.

S Equal Opportunities

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, race, nationality and social circumstance are supported in their personal and social development. This forms part of their learning to celebrate being a unique individual, in developing their sense of self.

S Assessment, Recording and Reporting (Impact)

Teachers assess the children's work in PSHE and HRE by making formal and informal judgements. At the beginning of a piece of work a 'baseline' assessment (AFL) should identify what children already know and what they need to learn. Formative assessments(AFL) may be made through informal observations and by assessing children's work against specific learning objectives and will indicate the next steps. Summative assessment, at the end of a piece of work indicates what has been learnt in terms of attainment and achievement. We have clear expectations of what the pupils will know, understand and be able to do at the end of each stage. Staff assess whether their children are working at the expected age / above age expected / below age expected. Curriculum coverage is monitored by the PSHCE leader.

We keep records of the contribution to the life of the school and community in photograph form. Our Superstar assembly celebrates personal achievement and rewards by displaying the Stanah values. The children's own personal journal celebrates their achievements but is also a way for the children to communicate any worries that they have. These are assessed regularly by the class teacher and any concerns are acted upon.

S Monitoring and review

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching in PSHE and HRE. The subject leader supports colleagues in the teaching of all aspects of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school. Resources used will be evaluated for their usefulness and effectiveness by staff delivering the programme. Feedback will also be taken from the children about their views of what is currently being taught in order to inform future planning in the form of pupil interviews, questionnaires, written reports etc. Pupils will also have the opportunity to review and reflect on their learning during lessons. Work may be recorded in the class PSHE books and class scrapbooks.

S Working with Parents / Carers

We are committed to working with parents and carers. We will always be available to offer support and will communicate via Class Dojo, school newsletters, school website and Parent's Evenings. Parents may also be signposted to other agencies who may be able to offer support or additional resources. Parents will be informed about the policy on the school website along with a long term overview of the curriculum showing the topics to be taught.

S Right of withdrawal

Parents have the right to withdraw their child from any part of the Sex Education programme except for those parts which are required by the National Curriculum science orders. Science includes aspects of human development. They may not withdraw their child from any part of the HRE curriculum.

We ask that any parents who are considering this action to meet with the Head teacher first to discuss what such a decision may involve for their child, and to be aware that although a child may be withdrawn from a lesson they will still be with their peers at other times of the day and conversations cannot be monitored.

S Responsibility for the implementation of this policy

The Subject Leader at Stanah is responsible for improving the standards of teaching and learning in PSHCE including HRE and Sex Education.

The Subject Leader will:

- Monitor and evaluate the subject through pupil interviews, planning scrutiny and work scrutiny. This will follow the school monitoring timetable.
- Take the lead in policy development
- Audit and supporting colleagues in their CPD
- Purchase and organise resources
- Keep up to date with recent curricular developments

- Ensure that Parents / Carers are kept up to date with policy changes and curriculum content

The Governing Body

Regular reports are made to the governors on the progress of pupils in PSHE including HRE and Sex Education.

This policy will be reviewed yearly or in the light of changes to legal requirements.

Signed: SLJDempsey

Date: 14.7.20

