

PSHE Policy

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What is PSHE?

PSHE education is the school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Policy Statement/ Vision:

Effective PSHE education supports the development of physically, emotionally and socially healthy young people, equipped to live healthy, safe, productive and responsible lives and to keep themselves and others safe. It supports the development of essential employability skills for the 21st Century, encouraging positive career choices, and good behaviour. It reduces or removes barriers to learning, such as bullying, low self-esteem, unhealthy, or risky behaviours. There is also strong evidence to suggest that the focus of PSHE education on health, wellbeing and key life skills has the potential to significantly support and enhance pupils' academic attainment.

Our School mission statement is 'Love to Learn and Learn to Love'. We encourage our children to see our school environment as an extended family, to treat people as you would your own family members. This helps the children to focus on their own behaviours in and around school and how they can impact on others.

Aims:

- to give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved.

Relation to School Aims:

Through PSHE and our schools mission statement, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Empathy;
- Respect;
- Tolerance

Teaching and Learning:

PSHE in our school will follow the Framework for PSHE, given as non-statutory guidance in the National Curriculum 2014; We will also be following the 1decision curriculum based on the National Curriculum. Each year group will follow the same nine headings:

- Staying Safe
- Keeping/
- Staying
- Healthy
- Relationships Being
- Responsible
- Feelings &
- Emotions
- Computer
- Safety Our World
- Fire Safety

We teach PSHE to all our pupils, regardless of their ability;

- Learning opportunities are matched to the individual needs of children with learning difficulties;
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

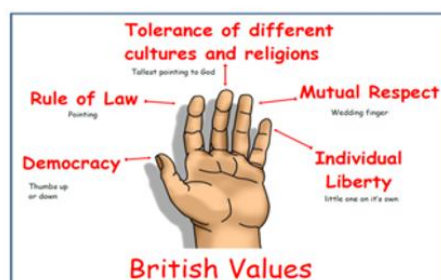
Organisation:

The PSHE lead is responsible for the coordination of the subject and helping all staff with any issues that may arise. It is important that teachers or staff members that are known by the children deliver these sessions as the children will feel more comfortable when discuss their thoughts and feelings.

During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving;

- All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently;
- Visiting speakers such as the police and health workers also contribute to the taught curriculum;
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in a cross curricular way as well as in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. making class rules; school council meetings; attending house meetings; and by taking on roles of responsibility for themselves, for others and for the school;
- Pupil of the Week certificates are used to celebrate personal achievements with regard to developing positive attitudes to learning and by demonstrating our core values.

Our 1decision PHSE curriculum also makes links to British Values and Protected Characteristics.



RSE

The aims of relationships and sex education (RSE) at our school are to:

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

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Christ Church Primary School, we teach RSE as set out in this policy.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation - we investigated what exactly pupils want from their RSE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

We follow a curriculum set out by 1decision, which considers the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of the RSE curriculum

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects may be included in religious education (RE). Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

By the end of primary, pupils should know:

- 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 and is consented to by both parties without pressure or abuse.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Whilst there is no statutory requirement for primary schools to explicitly teach about FGM, there is a rationale within the Statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education for teaching about FGM at primary level:

By the end of primary school, pupils should learn:

- 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 report concerns or abuse, and the vocabulary and confidence needed to do so.

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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, for example family, school or other sources

These areas of learning are 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 single parent families, LGBT 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).

Governing body

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All teaching staff are required to teach RSE.

Withdrawal from RSE Lessons

Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and

beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias using the 1decision scheme of work. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead. Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support.

Cross Curricular links

PSHE education has many themes which have clear links to other subject areas. Teachers may use these subjects to explore themes in greater depth for example, as part of teaching about safety Computing curriculum would include E Safety. As well as looking into Drug education, Emotional Health and wellbeing, Safety, Healthy eating, sex and Relationships

When using cross curricular approaches, it is important that staff are clear on the PSHE education approach to the subject. For example, when teaching about puberty in Science the focus would be the biological aspects however PSHE education would include how children feel about and cope with the changes they experience at this time.

Assessment, Recording and Reporting:

- Teachers assess the children's learning by making informal judgements as they observe them during lessons;
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage; and Otrack (assessment system) is completed on a termly basis stating whether the children are working towards, expected or exceeding within the subject.
- We keep records of the contribution to the life of the school and community in photograph and video form.
- Children are sent to a member of the Senior Leadership Team to share outstanding pieces of work and to receive a special Head teacher's award.

Monitoring and Evaluation:

PSHE will be monitored by K Sharpe as the PSHE lead.

- PSHE Co-ordinator will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;
- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.
- Pupil voice interviews will also take place to take into account the views of the children.

Responsibilities:

All Staff to assess PSHE on a Termly basis using 'Sonar'.

PSHE education and Citizenship provide a wide range of topics for children and young people to learn about.

However, the nature of these topics is often sensitive and sometime controversial. All staff who will be teaching PSHE education need to feel confident in dealing with these.

Staff Training:

Opportunities for staff CPD

Resources Available:

1Decision - Scheme of Work and resources, Circle time resources, Prevent materials from Entrust.

Relation to other policies:

PSHE also links with other policies that we have in school: Child Protection, Safety, Anti-bullying, Anti-racism, Behaviour, Inclusion, Drug Education, Sex and Relationships, Emotional Health and Wellbeing, Citizenship, Equal Opportunities, Confidentiality