

PSHE and RSE Policy

INTENT

Our school aims to provide outstanding opportunities for our children across the curriculum and to promote and uphold the school motto: Courage, Perseverance and Success.

We aim for all learners to enjoy their education through a rich and broad curriculum.

The school's focus on PSHE (RSE) development has been carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills.

Our locality is frequently used as a starting point for engaging interest. We strive to encourage individual development; harnessing creativity and curiosity.

We believe that a high-quality PSHE (RSE) education will help pupils succeed in later life. Being courageous and learning new knowledge and skills allows children to reach their full potential, irrelevant of their starting points, motivating them to become independent and resilient learners.

The teaching and learning of PSHE (RSE) will equip pupils to ask perceptive questions, think critically, and develop a fair and sound judgement. We believe this enables pupils to become cultural citizens of the future.

PSHE (RSE) offers opportunities for children to develop their physical and social awareness. Children are able to discuss and build effective relations and assume greater responsibility for their actions, feelings and safety. PSHE (RSE) allows for safe discussion and introduces children to the wider world and have to contribute to their communities.

PSHE is a non-statutory subject. However our PSHE education builds on the statutory content outlined in the Relationships and Health Education National Guidance. We define Relationship Education as "Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."

Health Education is defined as "giving children the information they need to make good decisions based on their own health and wellbeing."

We believe Relationships and Sex Education is important for our school because it can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. We do not use Sex Education as a means of promoting any form of sexual orientation.

We want parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the Relationships and Sex Education provision.

This Policy was formulated through a range of meetings and discussions with staff, parents and children.

AIMS

Our PSHE education builds on the statutory content outlined in the Relationships and Health Education National Guidance. Although Sex Education is not compulsory in Primary Schools the Department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the National Curriculum for Science, how a baby is conceived and born.

Relationships Education: By the end of Primary school children will have covered the themes of

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe

Health and mental wellbeing: By the end of Primary school children will have covered the themes of

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness

- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

Sex Education: As a school we have decided to teach these objectives in Y5/6

- Human Reproduction
- Difference between and terms associated with sex, gender identity and sexual orientation.

Please see

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

to explore in more detail the outcomes of statutory RSE by the end of Primary School.

IMPLEMENTATION

LEARNING ACROSS THE NATIONAL CURRICULUM

The National Curriculum promotes learning across the curriculum in a number of areas, such as spiritual, moral, social and cultural development, key skills and thinking skills. The teaching of PSHE (RSE) can contribute effectively to these areas of learning. At Cranwell Primary School we teach PSHE (RSE) with the aim of advancing these areas but also feel that PSHE (RSE) can benefit other disciplines, therefore we also promote cross-curricular learning. Our scheme of work allows for cross-curricular teaching and all staff aim to promote Reading, Writing, Mathematics and Computing through the topic that they are teaching.

SCHEME OF WORK

Our PSHE (RSE) curriculum covers all of the National Guidance objectives and The PSHE Association non-statutory guidance <https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning> providing the children with a breadth of learning opportunities. Our curriculum is based on the acquisition of knowledge and skills.

The topics have been carefully thought out to ensure that previous learning is built upon and any gaps in learning are filled.

DELIVERING THE PSHE (RSE) CURRICULUM

Foundation Stage

PSHE is delivered to Foundation Stage pupils within the Personal, Social and Emotional Development through a cross-curricular based approach at various points throughout the academic year.

Key Stages One and Two

Prior learning is discussed at the beginning of a new topic. Children identify what they will be learning through the 'Topic organiser'.

The subject 'Topic Organiser' is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory.

A variety of teaching approaches are presented to children throughout their PSHE (RSE) lessons. These include:

- Teacher guided sessions, where information is provided;
- Mixed ability group work, where the children discuss problems in small groups;
- Class discussion lessons, where pupils are encouraged to join in with their personal opinions;
- The use of differentiated tasks, allowing children of different ability levels to work at their appropriate pace;
- The use of role-play;
- The use of audio-visual aids in presenting material to the children;
- The use of outside speakers with relevant experience.

SUPPORT STAFF

Support staff (teaching assistants and 1:1 assistants) play an important role in the delivery of the subject. Teachers and support staff work closely together to deliver a topic. The teacher or support staff may lead the class at different points in a lesson, dependent on the needs of the class.

RESOURCES

PSHE (RSE) Resources can be found online <https://pshe-association.org.uk/resources-landing> and physical resources can be found in a central location, or with the PSHE (RSE) Coordinator.

The PSHE (RSE) Coordinator is responsible for the purchasing and managing of the resources for PSHE (RSE).

INCLUSION

In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the statements/individual learning programmes that apply to children in the class that he/she is teaching.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles are related to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges;
- Responding to the diverse learning needs of pupils;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

PUPIL'S QUESTIONS

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of Relationships and Sex Education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered. If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion and parents informed.

CONFIDENTIALITY

Teachers will conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of School's Safeguarding Team who will then deal with the matter in consultation with health care professionals.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

STAFF DEVELOPMENT AND TRAINING

Staff development in this area of the curriculum is available through a variety of training courses throughout the year and through meetings with colleagues from other educational establishments. Teachers who have attended curriculum courses report back to colleagues.

Curriculum leaders are responsible for providing INSET/CPD opportunities for colleagues in their curriculum area, and supporting teachers who may have gaps in knowledge within this subject.

EQUAL OPPORTUNITIES

Children, irrespective of ability, race or gender, are given full access to the PSHE (RSE) curriculum this helps them build confidence and a positive sense of self, and to stay healthy.

All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language helps each and every pupil to feel valued and included in the classroom. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE (RSE) is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all. There is a great need for sensitivity in the approach to PSHE (RSE). Considerations will be made for; religious and cultural diversity, differing needs of boys and girls, diverse sexuality of children and young people, homophobic/transphobic bullying and behaviour, children's age and physical and emotional maturity, pupils who are new to English. Reasonable adjustments will also be made for children with profound SEND Needs.

IMPACT

ASSESSMENT, MONITORING, RECORDING AND REPORTING

The subject approach to assessment, recording and reporting follows the whole school policy guidelines. Teachers use a range of formative & summative assessment opportunities to enable them to make a judgement about each child at the end of each term. This information is put into the tracker to show whether pupils are Working Towards, Expected or Working at Greater Depth. Coordinators are responsible for analysing their Curriculum data, and reporting to the school's SLT and governors. Coordinators conduct work scrutiny and lesson studies and feedback to SLT on areas for development. Coordinators evaluate their subject, and write an annual Subject Development Plan which relates to the School's latest Development Plan. Coordinators will write an annual subject report to the Governing Body. Teachers check pupils' understanding and identify and correct misunderstandings. Reports to parents are completed annually, where indications are made as to the individual's attainment and progress in this area of the curriculum.

EVALUATION-REVIEW-MODIFICATION

This policy document will be reviewed annually.