

## **Personal, Social and Health Education Policy**

### **Including Relationships Education,**

### **Relationships and Sex Education and Health Education**

The teaching of Personal Social and Health Education is just one part of what our school does to help our children to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential, so needs to be seen in the context of many other school activities that contribute to their personal development. Examples of this include our assembly programme, school and community events, giving children responsibilities, School Council, trips and visits and our extra-curricular programme.

Nevertheless, the teaching of PSHE as a discrete subject is a vital way in which we can ensure that we build up the knowledge, skills and understandings that we would like our children to learn in their time at Gresham Village School and Nursery. This knowledge is founded on our school aims and values, as well as our statutory duty to 'prepare pupils at the school for the opportunities, responsibilities and experiences of later life' (*Education Act 2002 and Academies Act 2010*). We have also written this policy with regard to the Department for Education *Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)* and *Teaching online safety in school (2019)*.

In the formulation of this policy, we have also involved parents, staff, governors and pupils, so that we can be sure that it is right for our pupils in our setting.

#### **Our school aims and values:**

We believe that by parents, staff, governors, trustees and children working together, we create a broad and balanced education for every child, that enables them all to grow as unique individuals, prepared for the next steps in their lives.

To this end, we aim to:

- Develop highly motivated, independent pupils, who have high hopes and aspirations, and are confident, outgoing, resilient and respectful of others
- Provide a safe, secure and stimulating learning environment, that recognises the importance of learning outside the classroom
- Recognise and foster individual talents and skills
- Build a learning environment where thinking, questioning, problem-solving and challenge happen every day
- Provide a broad, balanced and enriched curriculum that offers excellent provision for the academic, aesthetic, artistic, creative, physical, social, emotional and spiritual learning entitlements of all pupils

- Promote the best possible health and well-being for all members of the school community by ensuring a culture of mutual respect and support
- Establish effective links between home, school and the wider community

### **Availability of the policy to stakeholders**

Our policy is available on the school website. Lesson plans with regard to Relationships and Sex Education are sent to parents prior to delivery of the lessons. If you require a printed copy of the documents, please speak to the school office. The teachers are always happy to talk about the content of our PSHE curriculum.

### **Associated Policies**

Safeguarding Policy

Racism and Anti-discrimination Policy

Anti-bullying Policy

Online Safety Policy

Equality Policy

Curriculum Policy

### **Entitlement and Equality of Opportunity**

Through their delivery and classroom practice and pedagogy, teachers should take into account and be sensitive to pupils' ability, age, readiness and cultural backgrounds, and should adjust their teaching accordingly to enable all pupils to access all aspects of our PSHE curriculum. Parents have a right to withdraw their children from those parts of Relationships and Sex Education that are non-statutory or not contained within the National Curriculum for science.

### **Our Curriculum**

We take a thematic approach to primary PSHE education, using the Coram Education SCARF scheme of work, which is based on the PSHE Association thematic model. This divides PSHE into six half-termly themes. These themes form part of our assembly plan, giving a whole school focus. This approach allows different year groups to work on similar themes at the same time, which means that we are able to build on learning each year.

PSHE is taught as a discrete lesson in every class, every week, although opportunities are always found to extend this learning in other curriculum subjects and through assembly, events, visits and visitors. We are mindful to ensure that resources are up to date, particularly with relation to online safety.

## **Intended Outcomes**

Our PSHE programme aims to help pupils to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities. This includes learning about Relationships and Sex Education and online safety.

### **Key Stage 1**

During key stage 1, pupils learn about themselves as developing individuals and as members of their families and school community, building on their own experiences and on the early learning goals for personal, social and emotional development.

They learn the basic rules and skills for keeping themselves safe and for playing and working co-operatively. They start to recognise hurtful behaviour and how their behaviour affects others and their environment. They begin to learn about staying safe online and about looking after money and the wider world of work. They become aware of how their body grows as they grow older and the importance of keeping healthy and how to manage their feelings. They begin to learn the importance of safety rules and how to keep safe in different environments and what to do in an emergency.

### **Key Stage 2**

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities and are ready for the transition to secondary school.

They have become more mature, independent and self-confident with a growing awareness themselves, relationships and peer influence. They learn about the wider world and the interdependence of communities within it, valuing diversity and challenging discrimination and stereotypes. They develop their sense of moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues. They have a well-developed sense of online safety and bullying and are learning to question the integrity of what they read online. They are developing job interests and aspirations and developing a wider understanding of money and saving. Pupils are also more self-aware of their mental health and how to take care of it.

## **Principles of teaching and learning**

- Start by considering children's starting points, so the learning can be tailored to their differing levels of knowledge and understanding.
- Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.

- Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
- Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and, where they can, demonstrate their ability to take responsibility for their decisions.
- Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.
- Provide information which is realistic and relevant, and which reinforces positive social norms, such as not using illegal drugs or saving for the future.
- Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.
- Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults and feel valued, and those who are most vulnerable are identified and supported.

### **Establishing a safe learning environment**

It is essential for teachers to establish a safe learning environment in PSHE lessons, so children have the confidence to ask and answer potentially difficult questions. When dealing with sensitive or 'difficult' subjects, teachers must establish clear 'ground rules' and an understanding of confidentiality beyond the classroom that is understood by all and appropriate to the age of the children. Any breaches of confidentiality must be dealt with immediately and seriously in accordance with the school Behaviour Policy and, if necessary, the school's Anti-bullying Policy. Teachers must be very sensitive to, and intervene quickly, if they feel that a child is vulnerable or 'at risk'. In this situation, it may be necessary to refer to the Trust Safeguarding Policy and procedures.

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions that consider children's age, prior learning and readiness. It may not be appropriate to answer the question in a whole class or lesson situation. If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the child's parents or the school's leadership team, if they feel this appropriate, or if the question raises potential safeguarding concerns. It is good practice to have an anonymous question box where pupils, who are not comfortable raising questions in an open setting, may ask questions to be responded to at a later date.

### **Assessment and Reporting**

Teachers assess children's progress in PSHE at the end of each unit. Notes are used to inform teachers' reporting to parents and teaching for the following year.

Progress in PSHE is reported to parents as part of the Personal Development section in each pupil's Annual School Report.

### **Monitoring and review**

The quality of education for PSHE is monitored, as with other curricular subjects, through lesson observation and discussion with teachers and pupils. From September 2024, every child will have a Personal Development scrapbook, that contains written, pictorial and photographic records of learning.

This policy is reviewed every three years. The next review will be in 2027.

## **Appendix 1- Relationships and Sex Education**

Our Relationships and Sex Education programme has been created according to the Department for Education *Statutory Guidance on Relationships Education* (2019). Our programme of study for Relationships and Sex Education is taught through PSHE lessons. We teach the content of our RSE programme through the SCARF PSHE scheme of work as a spiral curriculum from Early Years.

### **Parents' right of withdrawal from Relationships and Sex Education**

Before we teach Relationships and Sex Education, parents are invited to preview the programme and resources that are to be used in lessons. Parents have a legal right to withdraw their child from Relationships and Sex Education lessons that deliver content beyond the National Curriculum for Science programmes of study and aspects of **Department for Education *Statutory Guidance on Relationships Education* (2019)** that are non-statutory.

If parents would like to withdraw their child, they need to first meet arrange to meet the headteacher and then express this preference in writing.

## **Appendix 2**

### **Letter to parents prior to teaching of Growing and Changing units in PSHE lessons**

Dear Parent/ Carer,

After half term, I will be teaching Relationships and Sex Education to \*\*\*\*\* class as part of our Growing and Changing unit. To give you some context, the content of RSE lessons is taught in an age-appropriate way in an inclusive and supportive learning environment. Through these lessons, we can help the children begin to negotiate the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices. Our RSE content is delivered through a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues.

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. It is a good opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child, if you wish.

Lessons will take place during the next half of the term. The lesson plans are attached with this letter.

Please feel free to contact me on \*\*\*\*\*@greshamvillage.org.uk if you would like to discuss our programme of relationships and sex education on an individual basis.

Yours sincerely

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## TOP TIPS FOR TALKING TO YOUR CHILD

Talking to your child about their bodies, relationships, puberty and sex is important. Building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing importance arise and may help to reduce risk taking behaviours as they approach adulthood.

Your child needs to know that it's OK to talk, and that you're happy to talk about it. They'll learn this through your body language, tone and manner when you talk, so try to behave as though you would in any other normal, everyday topic of conversation.

Simple strategies to make talking about bodies, relationships, puberty and sex more comfortable:

- ✓ Start off by talking about something that you both find more comfortable, such as feelings and emotions.
- ✓ Ask them what they think their friends know/think about the topic, as this provides a way to talk about your child's views indirectly.
- ✓ Avoid 'The Chat'. Talk about these issues little and often, over everyday events like washing up or watching TV. This can help to normalise the conversation, and ease uncomfortable feelings.
- ✓ Don't leave it too late. Start talking about puberty before you feel your child is approaching it so that you already have strong channels of communication established in readiness.
- ✓ Be prepared to listen. Your child will want to have their voice heard without feeling judged and feeling listened to will encourage them to come to you to talk about issues in the future.
- ✓ If they ask you a question that you are not sure how to answer, that is OK. Suggest that you find out the answer together and then you will both know!
- ✓ Try to listen calmly, even if what they say surprises or concerns you. Try to remember that it is good that they are comfortable to discuss issues with you, and that they need to trust you will not respond negatively.

**Make sure they know that they can always talk to you anytime, about anything.**