



# PSHE and RSE Policy

## Life Visions and Values

### Life in all its fullness now and in the future

*John 10.10 Jesus said "I have come that they may have life, and have it to the full".*

**L**earning- To develop and promote a life-long love of learning that ensures everyone reaches their potential, making progress whatever their starting point.

**I**nclusion- To value and respect every individual member of the school community and ensure a high level of safeguarding and personal well-being.

**F**aith- To ensure that our Christian values promote friendship, trust, respect, compassion, justice, courage and endurance.

**E**nvironment- To understand we all have a role as global citizens to look after the world we live in.

We believe in a curriculum that:

- \*is firmly based on, and promotes Christian values
- \*emphasises a progression of transferable skills
- \*develops the whole person - skills, understanding, attributes and attitudes
  - \*is broad and balanced
- \*makes meaningful links between different aspects of learning
  - \*is filled with rich, first-hand, purposeful experiences
- \*supports a pedagogy that promotes children's active participation in learning and develops enquiring minds
  - \*values both independence and interdependence within the community of learners
    - \*is flexible and responsive to individual needs and interests
  - \*embraces the use of the local environment and expertise beyond the classroom
- \*looks to the future needs and responsibilities of future citizens in a rapidly changing world
  - \*possesses a significant local, national and global dimension

### **Rationale for PSHE/RSE**

Today's children and young people are growing up in an increasingly complex, changing world which presents many positive and exciting opportunities, but also challenges and risks. In this environment, people need to know how to keep safe and healthy, and how to manage their personal and social lives in a positive way. They need the skills, attitudes and breadth of understanding to thrive in a modern, interconnected, multicultural society. As a school we plan to provide pupils with *'the knowledge, skills and understanding they need to live confident, healthy, independent lives and to play a full part in society as informed, responsible, active citizens... We strive to 'promote pupils' spiritual, moral, social, physical and cultural development and prepare all pupils for the opportunities, responsibilities and experience of life.'* (see Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019).

## **Aims**

We aim for children in our school to

- understand different types of relationships, (including friendships and family; marriage and civil partnerships) and how to form and maintain healthy relationships
- understand how to protect themselves from inappropriate online content, (bullying, harassment and exploitation, taking into account recent advances in communication technology)
- understand how to keep safe in different circumstances in the real world
- understand changes in their bodies
- adopt healthy lifestyles
- develop healthy minds, including emotional wellbeing and resilience
- prepare for the workplace
- make a positive contribution to the wider society
- develop respect for themselves, others and for difference

## **PSHE/RSE organisation and planning:**

PSHE/RSE may be taught as a discrete area of learning. However, teachers usually draw links between PSHE/RSE and other relevant curriculum areas such as Computing, Science, PE and Citizenship. We are committed to ensuring that the education provided in PSHE/RSE is age relevant and developmentally appropriate and appropriate to their religious background, whilst being consistent with requirements of the Equality Act (2010). We teach sensitive issues within an inclusive Christian view of the world. In addition to class-based activities, our School Learning Mentor organises group work to support and develop good mental health, social and communication skills. Our School Council enables children to exercise choice, influence decision-making and to engage in the democratic process. Zones of Regulation is a whole school scheme that encourages children to become more independent in the area of self-regulation.

PSHE/RSE is divided into seven interlinked areas:

- **Family and Relationships**
- **Safety and the Changing Body**
- **Health and Wellbeing**
- **Economic Wellbeing**
- **Citizenship**
- **Identity (Year 6)**
- **Transition**

**Family and Relationships** The aim of the Family and Relationships area of study is to put in place the building blocks needed for positive and safe relationships of all kinds, starting with family and friends. Children will look at trust, conflict, bullying and bereavement.

**Children should:**

- understand that there are different types of relationships, including friendships and family relationships
- recognise that there are different types of family circumstances and organisation
- recognise the different characteristics between healthy and unhealthy relationships and where to go if they feel uncomfortable
- gain skills and attitudes that allow them to recognise, understand, build and maintain healthy relationships
- know how to recognise different types of bullying and where to go for help
- develop attitudes that foster respect and tolerance relating to differences and similarities between people
- know how to manage conflict within their friendship group
- know how relationships may affect their well-being

**Safety and the Changing Body** The aim of the Safety and the Changing Body area of study is to provide children with the skills, knowledge and attitudes to be confident in their understanding of how their bodies function and change during adolescence, how to be safe in their local community and online and the risks associated with drugs, alcohol and tobacco.

**Children should:**

- understand how their bodies and abilities change and develop over time
- understand the main stages in the human life cycle
- understand the facts and science relating to allergies, immunisation and vaccination.
- understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- understand where they can seek help and guidance
- know how to keep safe in different contexts, including rules for outdoor and indoor safety
- understand the principles of online/ digital safety and the importance of keeping personal information private, using the internet and social media in a safe, discerning way.

- know how to recognise bullying in person or online (cyber bullying) and where to go for help and support if they feel threatened or uncomfortable
- understand the inherent risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- know how to recognise and display respectful behaviour online
- know how to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted
- know the dangers of using non-prescribed drugs, tobacco and alcohol ('all medicines are drugs, but not all drugs are medicines')

**Health and Wellbeing** Children develop the vocabulary, skills and constructs needed to discuss their health from physical health to mental wellbeing. They will be taught to recognise a range of feelings and strategies for managing emotions as well as developing the ability to appreciate the emotions of others.

**Children should:**

- understand the importance of maintaining healthy bodies and lifestyles - emphasis should be given to the steps pupils can take to protect and support their own health and wellbeing
- understand the characteristics of a poor diet and risks associated with unhealthy eating
- appreciate the benefits of physical activity/ exercise and time spent outdoors
- appreciate the benefits of sufficient sleep and relaxation time
- understand the basics of self-care, including personal cleanliness and oral hygiene, including regular visits to the dentist
- understand about germs, including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- understand strategies for building resilience - the benefits of physical exercise, time outdoors, simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- develop effective vocabulary to discuss their feelings and emotions, along with those people with whom they interact.

- know how and when to seek support, including which adults to speak to in school, if they are worried about their physical or emotional health or wish to discuss their feelings
- know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing
- identifying what makes them feel relaxed and what causes them stress

**Zones of Regulation** is a whole school scheme that encourages children to become more independent in the area of self-regulation.

**Economic Wellbeing** Children learn to appreciate money and the influence money can have on our decisions.

**Children should:**

- develop an understanding of the value of money
- begin to understand a range of jobs that are available and what might influence job choices
- understand budgeting and borrowing money
- understanding the relationship between money and the jobs we choose

**Citizenship** Children learn about the importance of rules and how decisions are made, at different levels that have an effect on their lives. They learn how they can participate in the decision-making process, within a democratic framework. They come to appreciate the interdependent nature of global relationships.

**Children should**

- understand how they can make a positive contribution to their school community, home life and the wider community
- act in accordance with the school's *Good to be Green* school behaviour policy
- begin to understand the possibilities in the world of work
- begin to understand the democratic decision-making process - how rules and laws are made at different levels in society
- understand how individuals and groups, including voluntary organisations, support the community
- understand issues and decisions that impact the local and global environment.
- respect diversity in a pluralist, multicultural society
- describe how people live in different parts of the world

- describe how people can be similar or different
- describe how people in different parts of the world may depend on each other through trade and where inequalities occur

**Transition** This area of study supports the transition to secondary school and children's ongoing emotional and physical development. Children look at how change can be both positive and negative and recognising the feelings that can arise as a result of change. They think about their own strengths, opportunities and responsibilities

**Identity (Year 6)** Children learn to recognise how they see themselves can be different to how others see them. They explore the role of gender identity and how media can influence our identity.

#### **Parental right of withdrawal:**

It is important that parents have access to this policy and the content of the PSHE/RSE curriculum. Parents have the right to withdraw their child from sex education within RSE (other than sex education included in the National Curriculum as part of the science provision) but not from Relationships Education at primary school. We are committed to ensuring that the education provided to pupils in sensitive areas of learning is appropriate to the age of pupils and their religious background. We teach these subjects within the caring context of a Christian school where self-respect and respect for others are paramount values. Our provision is supportive of the requirements and inclusive spirit of The Equality Act (2010). Parents are informed when sex education modules are to be taught, along with an overview of the content to be covered. Teachers are always happy to discuss any concerns parents may have.

#### **Managing Difficult Questions:**

The content of our PSHE/ Citizenship provision is age relevant and developmentally appropriate. However, children can often ask questions that may not be appropriate to be dealt with as a whole class so will be dealt with individually and any concerns will be discussed with parents. In addition to class-based activities, our School Learning Mentor organises group and individual work to support and develop social skills, resilience and positive mental health.

### **Equal opportunities:**

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

### **Foundation Stage:**

We teach PSHE in the Foundation Stage as an integral part of the topic work covered during the year. We relate aspects of the children's work in this area to the objectives which underpin curriculum planning for children of reception age. PSHE makes a significant contribution to both the Prime and Specific areas of learning in the Statutory Framework for Early Years Foundation Stage 31 March 2021 (effective from Sept 2021) and prepares children for the PSHE curriculum they will meet in KS1. Children in reception will study *The Colour Monster* book as an introduction to recognising and beginning to regulate their own feelings.

### **G&T and SEN:**

We teach PSHE/Citizenship to all children, with regard to their ability. PSHE/Citizenship forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties.

### **Behaviour, Bullying and Safeguarding:**

Please see relevant policies which can be found on the school website.

### **Monitoring:**

Monitoring of the standards of children's work and of the quality of teaching in PSHE/RSE is the responsibility of the PSHE Leader. The work of the PSHE leaders also involves supporting colleagues in the teaching of this curriculum area, being informed about current developments in the subject, and providing a strategic lead and direction for this curriculum area in the school. The Governor link for this subject involves two visits each year, each visit focusing upon different areas of the subject



and it's management and delivery. The subject leader is released to spend time with the link Governor on each of these occasions.

### **Management of the curriculum area:**

#### **Role of the PSHE Leader**

- To be enthusiastic about this subject and demonstrate good practices.
- Develop, with the staff, a written policy document and scheme of work that is regularly monitored and evaluated.
- Encourage and support staff in the implementation of the agreed documents.
- Co-ordinate assessment procedures and record keeping to facilitate progression and development throughout the school.
- Organise and review all subject-based resources, ensuring they are readily available and well maintained.
- Support and guide staff by encouraging the sharing of ideas and organising in-service training as appropriate.
- Be aware of national and local developments through reading relevant materials and attending courses.
- Liaise with local schools in our Primary Strategy Learning Network in order to encourage continuity of approach across all schools.
- Liaise with local High Schools to aid continuity and progression in transition.
- Facilitate parental involvement by organising workshops, support pamphlets etc.
- Work to achieve equality of opportunity throughout the school.

#### **Role of the Head Teacher**

- Lead, manage and monitor the implementation of the Scheme of Work, including monitoring teaching plans and the quality of teaching in classrooms.
- With the link Governor, keep the Governing Body informed about this curriculum area

Signed: *Reah Lee*

Date: 17.07.2024

Reah Lee

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