

# Giffards Primary School

## Personal, Social and Health Education (PSHE) Policy Including RSE policy

This policy was developed in the **Summer Term 2021** through a process of consultation

Agreed by Governors\_\_\_\_\_

Review Date\_\_\_\_\_

## **What is PSHE?**

Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. PSHE includes the compulsory subjects of relationships and health education. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, whole school projects and other activities that enrich pupils' experiences.

## **Rationale**

The purpose of this policy is to cover our school's approach to PSHE. It was produced through consultation with staff, pupils and parents, these consultations took place via a pre-recorded video explaining the changes, a survey and a virtual meeting with NJ.

Pupils have been involved in the creation of this policy and scheme of work via the School Council.

Key needs identified by pupils were\_\_\_\_\_ (to be completed once consultation with children is complete)

## **The purpose of PSHE at Giffards**

Personal, Health and Social Education underpins life and learning at Giffards Primary School. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. It promotes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life.

PSHE reinforces the School's Core Values

- Perseverance
- Responsibility
- Respect
- Thoughtfulness
- Cooperation

## **Organisation and Planning**

P.S.H.E will be provided through:

- Discreet Curriculum time which follows a scheme of work, You, Me, PSHE, that we have adapted to suit the needs of our children. Each half term topic has a unit title in the form of a question to support the school's topic organisation adhered to with other topic headings across the curriculum. A copy of these Questions can be found in the PSHE Long Term Plan. Each half term will focus on one of the following seven strands:
  - Relationships and health education
  - Drug, alcohol and tobacco education
  - Keeping safe and managing risk
  - Mental health and emotional wellbeing
  - Physical health and wellbeing
  - Careers, financial capability and economic wellbeing.
  - Identity, society and equality.
  - Assemblies, class assemblies, class discussions and circle time.
- Additional ad hoc lessons as and when issues arise ensuring time is made within the curriculum to meet the needs of the children.

- Whole school focus days e.g. Internet Safety Day, Anti-bullying Week, Mental Health Week etc. Details of these can be found on the PSHE long term plan.

## PSHE Whole School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EFYS	Who am I? What makes a good friend?	How can I be a better friend? What are feelings?	How can I be successful?	What makes me happy?	Am I always right? Do I have to agree with my friends?	How can I calm myself?	
Year 1	What is the same and different about us?	What should we put into and onto our bodies?	How do I feel?	Who helps to keep us safe?	How can we have fun and stay safe?	How can we look after each other and the world?	
Year 2	What keeps me healthy?	What makes a good friend?	What jobs do people do?	What are families like?	What helps us to stay safe?	What are the benefits and risks of medicine?	
Year 3	How can we overcome challenges?	What is bullying?	What makes us different?	What is helpful and harmful to us?	What helps me choose?	How can we earn and look after money?	
Year 4	What strengths, skills and interests do we have?	How can we manage our feelings?	How can we manage risk in different places?	What does it mean to live in a democracy?	How do drugs and alcohol affect our health?	What is important to me?	
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we respond when things go wrong?	How can the media influence us?	How can drugs common to everyday life affect health?	How will we grow and change?	
Year 6	How can I keep myself mentally healthy?	How can the media influence people?	What are the consequences of using drugs?	What rights do we all share?	How can we keep ourselves safe and manage risks when out and about?	How do I get ready to grow up and move on?	
Whole school awareness days	Electing our School Council, Jeans for Genes Day, World Mental Health Day	Anti-bullying week, Children in Need, Christmas Jumper Day, World Kindness Day, Road Safety	Safer Internet Day Heart month (February) Sign to Sing Children's Mental Health Week	Global Recycling Day and World Health Day	The Great British Spring Clean and Mental Health Awareness Week	Sports Day and Plastic Free July	
Strands	Physical health and wellbeing	Sex and relationship education	Keeping safe and managing risk	Drug, alcohol and tobacco education	Careers, financial capability and economic wellbeing	Identity, society and equality	Mental health and emotional wellbeing

## Relationships and Sex Education

The DfE has made Relationships and Health Education compulsory in all primary schools in England. At Giffards, we choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education.

### What does the new Relationships Education cover?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'. The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010.

Health Education includes a section for primary schools on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle. Relationships Education, Health Education and science work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. Effective Relationships Education can

make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers can be seen [here](#).

Sex Education is not compulsory in primary schools however, relationship and health education which includes puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle is compulsory.

At Giffards, Relationship and Health Education will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- Discrete curriculum time – e.g. as part of the planned PSHE curriculum using our own scheme based on You, Me and PSHE and Channel 4 “All About Us- Living and Growing” DVD.
- Basic curriculum time – e.g. through other curriculum areas such as science
- Through activities, school events and ethos – e.g. pupils listening to and supporting each other, taking responsibility, challenging stereotypes, developing relationships etc.

In years 5 and 6 the children have discreet lessons about puberty and growing up and watch an appropriate video (approved and agreed by the Governors). Prior to these lessons, parents are invited into school for a meeting where the content of the lessons is explained, there is also an opportunity for parents to view the video. This takes place in the summer term. In addition, there is a session specifically for year 5 and 6 girls to deal more directly and sensitively with menstruation and associated hygiene arrangements as well as answering sensitively any specific questions which may arise.

These sessions are designed to ensure that children are factually prepared for the next stage of growing up. Currently, we do not teach any aspect of Sex Education that is not part of the science National Curriculum, however, we will continue to monitor this and will adapt our curriculum if and when necessary.

Parents will be invited to a meeting to view the DVD and discuss the lesson contents before these lessons are delivered.

### **Parental Right to Withdraw**

In primary schools, parents have the right to withdraw their children from any Sex Education lessons that are not part of the Science curriculum or statutory Relationships Education. At Giffards, we currently only teach the aspects of Relationships Education that are statutory and are part of the Science National Curriculum. Therefore, parents do not have a right to withdraw their children from PSHE lessons.

## **EYFS**

In EYFS, elements of RSE will be covered as part of the following strands:

Communication and Language  
Personal, Social and Emotional Development  
Physical Development  
Understanding of the World

These form a solid basis for later work in RSE.

### **Teaching Methods and Approaches for PSHE and RSE**

- In the Foundation Stage, teachers will plan from children's own experiences through the six areas of learning. They will plan for Personal, Social and Emotional Development on a daily basis through the Early Learning Goals.
- In KS1 and 2, teachers will plan using the Long Term Plan and subsequent Medium Term Plans to ensure that the children receive a broad and balanced PSHE curriculum.
- Teachers will plan to use a range of learning styles including class discussions, hot seating, sharing time, stories and role-play to deal with issues that are planned or arise naturally.
- Provision of role-play opportunities throughout the school offers children the opportunity to develop social, communication and problem solving skills, explore ideas and relationships, cooperate with others and work collaboratively in small groups.
- Play is an important vehicle for learning and appropriate resources are provided both within and outside the classroom.

### **Inclusion:**

The PSHE/RSE policy reflects and is in line with the school's equal opportunities policy and the school ensures that the teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflects the diversity of the school community, and helps all pupils feel valued and included, regardless of their gender, ability, experiences and family background.

PSHE/RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offers support.

### **Staff Professional Development**

Teachers training needs are determined at review meetings during the performance management cycle. Whole school training needs are planned into action plans. The school ensures they are kept informed of relevant changes to aspects of PSHE through the PSHE lead. They are encouraged to access appropriate school based INSET or external CPD opportunities. We encourage peer observation and peer support from our team to offer further CPD opportunities.

## **Assessment and Reporting on Learning**

In PSHE there are two broad areas for assessment:

1. Children's knowledge and understanding, for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g. the nature of co-operation and competition.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example through discussions, group tasks, and learning challenges, managing conflict, making decisions and promoting positive relationships.

## **Whole School**

- PSHE is reported to parents in the end of year reports.
- At the start of each half termly topic, children will record their existing ideas using a pre-task so that the teacher may be able to gauge the level at which the objectives should be taught to.
- To track attainment and progress in PSHE, Teachers will complete a grid, identifying which children are working below, at and above the particular objective linked to that topic.
- EYFS staff will record the children's progress against the Early Learning Goals.

## **Ground Rules:**

PSHE and RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to the rules already followed in the classroom.

These will vary across ages and stages but some examples should include:

- We join in and ask questions if we want to;
- We make sure everyone feels listened to and not judged;
- We use the correct vocabulary when we can so as not to cause offence or confusion;
- We agree to keep the conversation in the room.

Due to the nature of PSHE, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers will not offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear what can and cannot be kept confidential.

## **Answering Difficult Questions**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/RSE. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal PSHE/RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group objectives.

The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe a pupil to be at risk.

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. If necessary, teachers should feel able to ask a pupil to wait for an answer to give them time to consult with anyone else. For instance: 'That is a really interesting question and I need time to think about it because I want to give you a proper answer.' It is good practice to use an anonymous question box or 'ask it basket' where pupils not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

### **Dealing with Sensitive Issues.**

- Clear parameters about what is appropriate and inappropriate will be discussed as a whole class.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the Head teacher and the usual child protection procedures followed.

### **Links with Other Policies**

This policy has links to the child protection policy, anti-bullying policy, Drug and substance abuse policy, acceptable use of ICT policy.

### **Dissemination**

All new staff can access this policy via the server upon induction. The policy is easily accessible to all staff. Key aspects of this policy will be shared in the Parents Handbook. The policy can also be found on the school website. Pupils learn about the Policy through discussions with teachers and assemblies.

### **Monitoring and Evaluation**

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.

### **PSHE and our parents and carers.**

We are committed to working with parents and carers who are openly invited to inclusion drop in meetings every week. If a parent wishes to withdraw their child, we will meet to discuss the implications this may have.

### **Review Date**

This policy will be reviewed in 2023.