

Kingsthorpe Grove Primary School – PSHE and RSE policy

Introduction

This document is a statement of aims, principles and strategies for the teaching and learning of health education and relationships and sex education ((RSE) or 'health and relationships education' in primaries) and PSHE (Personal, Social, Health and Emotional Education) at Kingsthorpe Grove Primary School and has been put together using guidance from the PSHE Association documents and guidance from the DFE (Department of Education). It has also been written taking into account the requirement on schools in law e.g. The Equality Act.

PSHE is a non-statutory subject whereas from September 2020, RSE is statutory and at Kingsthorpe Grove we aim to develop a positive attitude towards both, that takes into account the rights of all children.

Both are an important and necessary part of all pupils' education and should be taught drawing on good practice, an expectation that is outlined in the introduction to the proposed new national curriculum 2014.

Due to the cross-over between these two subjects and the many elements of RSE that were already being taught within the PSHE curriculum, they have been merged together to form one curriculum. This policy should also be read in conjunction with the Sex Education Policy.

What is PSHE?

PSHE is at the centre of all that we do at KGPS to promote pupils' personal development (which includes their social development) and is a fundamental aspect of education and underpins all other learning.

Through-out our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community.

What is Health and Relationships education?

Health and Relationships education is a curriculum designed to support all young people, regardless of background, to be happy, healthy and safe, to equip them for adult life and to make a positive contribution to society. It is not sex education (which is not compulsory in primary schools). Health and Relationships education should put into place the building blocks needed for positive and safe relationships of all. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline relationships.

Right to withdraw

Under the Education Reform Act 1993, pupils can be withdrawn by their parents from sex education (See Sex Education Policy for details) however there is no option for parents to withdraw their children from either PSHE or Health and Relationships Education at either primary or secondary stages of schooling. Where any teaching is taking place in order to cover any part of the PSHE or RSE policy that involves the human body, please refer to the sex education policy. The reason for this is because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Aims and objectives

The main aim of this policy is to clarify the content and ensure full coverage of the curriculum.

Kingsthorpe Grove Primary School believes that both PSHE and RSE in this school will be developmental and the foundation for further work in a child's secondary school education, both will contribute to the requirement of the Education Reform Act 1988 that the school curriculum should be one which:

- Promotes spiritual, moral, cultural, mental and physical development of pupils at the school and society; and
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

Both PSHE and RSE will also ensure we provide pupils with:

- Accurate, balanced and relevant knowledge,
- Opportunities to turn that knowledge into personal understanding,
- Opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities,
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives,
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.

How has the PSHE and RSE curriculum been created?

The PSHE curriculum for Kingsthorpe Primary School has been based upon guidance from the PSHE Education Programme of Study (third edition) written by the PSHE Association, which incorporates three core themes with a number of criteria under each. As it is not recommended to teach all of the criteria, senior management have chosen focus criteria most relevant to the pupils of Kingsthorpe Primary School.

The RSE Curriculum was created based upon guidance from the PSHE Association document, 'We've got it covered' (February 2019). This document identified that we were already teaching much of the RSE curriculum and led to a small number of changes to our curriculum to incorporate all statutory elements. These changes were put through a staff consultation process.

Organisation of PSHE and RSE

Co-ordination of PSHE and RSE will be co-ordinated by the PSHE co-ordinator and leadership team in close cooperation with other teachers.

Provision

- Each half term, 3-4 criteria will be taught in depth, in each year group, through discrete hour long lessons on a weekly basis (these criteria can be seen in the section headed, 'Curricular mapping'), alongside or in addition to Protected Behaviours work and Rights Respecting work as appropriate.
- Elements of PSHE and RSE will also be taught through Year group topics, pastoral time, occasional visits from the school nurse, story time and rights respecting work.

- In addition, to further implement the criteria the curriculum offers discreet whole school themed days on, anti-bullying, keeping healthy and internet safety.
- The PSHE part of this policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development including our Behaviour Policy, Anti-bullying Policy, Equality Policy and Wellbeing Policy (which are available on request).
- The following table shows an overall picture of everything that takes place in Kingsthorpe Grove Primary School that falls under PSHE (including RSE):

Core theme one: health and wellbeing	Core theme two: relationships	Core theme three: Living in the wider world
Relationships and Health Education <ul style="list-style-type: none"> • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe 	Relationships and Health Education <ul style="list-style-type: none"> • 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 	Relationships and Health Education
Personal, Social, Moral and Cultural	Personal, Social, Moral and Cultural	Personal, Social, Moral and Cultural
Bike safety	Restorative approaches	NSPCC
Wellbeing questionnaires	Behaviour policy	Behaviour policy
Cyber bullying	Cyber bullying	Sanctions and rewards
Anti-bullying	Anti-bullying	Enterprise
Relax kids	Protective behaviours	Rights and Responsibilities
Wellbeing	Internet safety	Forest School
Protective Behaviours		Cooking
Road safety		Rights respecting schools
Sex education		Charity work
Internet safety		British Values
Worry boxes		Blind Awareness Day
Bubble time post its		School Council
		Pupil Voice

Nursery, Reception and SEN unit

- The curriculum will be taught and assessed in line with Early Years Foundation Stage Statutory Framework (EYFS).
- The curriculum will be taught and assessed in with BSquared Connecting Steps.

Teaching methods

Active learning methods, which involve children's full participation, will be used. Single gender groups will be used, as deemed appropriate and relevant.

Who will teach it?

All teaching staff are committed to delivering the programme. The PSHE co-ordinator and leadership team will ensure that appropriate training is available to support members of staff in their preparation for delivering the programme. Other professionals including the school nurse may occasionally be used to support the delivery of the programme.

Roles and Responsibilities

The PSHE Co-ordinator has the following responsibilities:

- To lead the bi-annual review of the PSHE and RSE policy;
- To lead parent/carers consultations and manage responses
- To lead on the evaluation of the PSHE and RSE policy and programme for KS1 and KS2
- To lead termly reviews of the PSHE and RSE curriculum progress in KS1 and KS2
- To lead termly monitoring days of the PSHE and RSE curriculum across KS1 and KS2
- To lead termly pupil voice meetings about the PSHE and RSE being taught across KS1 and KS2

The Headteacher, Senior Leadership Team and Governors have the following responsibilities:

- To ensure that an up-to-date PSHE and RSE policy is in place and is made available to parents for inspection;
- To ensure that the PSHE and RSE policy and curriculum are in line with both the non-statutory guidance in the National Curriculum 2014 and more recent statutory guidance and the law.
- To ensure that the policy and programme reflect a whole school approach

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom deliver/support PSHE and RSE in line with the School's PSHE/RSE/Sex Education policies, and other relevant school policies;
- To contribute to the evaluation of PSHE and RSE by identifying strengths and weaknesses in the subject and indicating areas for further improvement.

Evaluation of PSHE and RSE

Under PSHE and RSE, there is no formal examined assessment however we have the same high expectations of the quality of pupils' work as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired.

Lessons should be planned to ensure that pupils of differing abilities, including the most-able, are suitably challenged. Teaching will be assessed termly through book looks and tracking grids, to monitor the progress of teaching of the curriculum and pupil voice, to check that pupils understand when they are being taught PSHE and RSE. All of this will be led by the PSHE Lead and combined, will be used to identify if teachers and pupils need additional support.

Any additional support or training will be led by the PSHE Lead, who will also give staff information about current developments in the subject and provide a strategic lead and direction for the subject in the school.

Teachers will assess the children's learning by making information judgements as they observe them during lessons and a comment relating to PSHE and RSE will be included in the annual report to parents on pupil's progress.

On an annual basis, pupils will be given a score out of three to record levels of understanding in each of the three areas of PSHE, these scores will be recorded throughout their primary school years.

Elements of the policy that fall under the science curriculum will be assessed formally.

Confidentiality policy

- Pupils and parents or carers are aware of the school's confidentiality policy and how it works in practice;
- Pupils interests will be maintained;
- Pupils are encouraged to talk to their parents or carers and are given support to do so;
- Pupils are told that teachers cannot offer unconditional confidentiality;
- Pupils are told that if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- If there is any possibility of abuse, the school's child protection procedures will be followed;
- Pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or young person's advice

Personal disclosures

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher should talk again individually to the pupil before the end of the school day. The teachers may be able to discuss the issue with an appropriate colleague without giving the name of the pupil. If not, the teacher should follow the school's confidentiality policy.

Answering difficult questions

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the leadership team if they are concerned.

Use of visitors

There are various people who can resource and support school based health education. These people may include the school nurse, parents, religious or health professionals, however it is the duty of the PSHE co-ordinator and leadership team to ensure that any resources used are appropriate and the teaching is of good quality.

Procedures for policy monitoring and evaluation

- Policy is reviewed and updated by the PSHE co-ordinator.
- Policy is checked by Headteacher
- Policy is issued to staff, parents/carers and governors for consultation
- All views are taken into account and responded to
- Policy is updated accordingly
- Policy is approved by Headteacher and Governors and put into circulation
- Policy to be reviewed every two years, unless deemed necessary in the interim