



West Green Primary School **PSHE & RSE Policy**

Our Values

We provide a culture of high expectation as we strive for excellence, to ensure that our children become confident individuals with strong self-esteem, who believe they will achieve and be the best they can be.

At West Green Primary School we see education as an investment for the future. Our children are the most natural resource we have and we believe education should be built on the abilities and talents presented by each individual and unique child, respecting the values and traditions of our diverse community. We pride ourselves on providing a stimulating and safe environment where children are enthusiastic about coming to school and go home at the end of the day happy and fulfilled.

Introduction

Our RSE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at West Green Primary School, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study developed from the PSHE Association's Primary Programme Builder, which is recommended by the Department for Education. Our Programme of Study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

All new parents to our school will be given information about the RSE programmes we run as part of their induction to the school, including information of how they can get a copy of this policy.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

RSE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.

As a maintained primary school, from 2020, we must provide relationship education to all pupils as per Section 34 of the Children and Social work act 2017. As we already deliver a comprehensive PSHE program; we have reviewed and adjusted it to meet the Department of Education (DfE) expectations and are due to deliver it from Spring 2021.

Whether sex education is delivered as part of this is a decision for the school governors and leaders in consultation with the wider school community. In accordance with this agreement, relationship, sex and health education will be taught as part of our PSHE curriculum. Some elements of this are also covered as part of the science curriculum, such as human life cycles. As part of their PSHE education, pupils in Years 6 will receive stand-alone sex education lessons, delivered by their class teacher. Consent will be sought, and we will share an overview of the lessons being taught to Year 6 parents.

Under the new guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2018), parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the sex education within PSHE. **There is no right to withdraw from the national curriculum, including the human reproduction elements covered in the science curriculum.**

Intent

Our school's overarching intent for our pupils is to provide a Personal, Social, Health and Economic (PSHE) and Relationship and Sex (RSE) education programme of study which ensures all pupils are provided 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.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Implementation

The scheme of work has three core themes, the same for each key stage. Each core theme is divided up into three topic areas:

Core Theme 1: Relationships

Topic areas:

- Families and friendships
- Safe relationships
- Respecting ourselves and others

Core Theme 2: Living in the Wider World

Topic areas:

- Belonging to a community
- Media literacy and resilience
- Money and work

Core Theme 3: Health and Wellbeing

Topic areas:

- Physical health and Mental wellbeing
- Growing and changing
- Keeping safe

We feel that PSHE & RSE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

Questions

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children. It is essential that we help children to recognise they are able to ask questions without judgement.

Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying something like: "That is fantastic question. I will come and talk to you and answer your question in a minute when everyone else is working."
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is something like: "That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"
- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.

EYFS

In the Early Years Foundation Stage, PSHE and RSE are taught as an integral part of the topic work covered during the year. We relate the PSHE and RSE aspects of the children's work to the areas of learning set out in the Early Years Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy.

Organisation/provision

We teach PSHE & RSE in a variety of ways. We have dedicated curriculum time/lessons, where the lessons are delivered by the children's class teachers.

PSHE is also covered through other areas of the school's curriculum; e.g. Religious Education, and a variety whole-school activities and events.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

Teaching PSHE to children with Special Educational Needs

All pupils, regardless of their needs must be part of PSHE & RSE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching PSHE and RSE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets.

For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Equality and Diversity

At West Green Primary School, PSHE and RSE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

PSHE/RSE and Computing

Learning in PSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an e-safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Assessment and recording

We will assess the pupils; learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Monitoring and review

The PSHE Co-ordinator and SLT are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE, by giving them information about current developments in the subject.

The policy was written in the 2020/2021 academic year by the PSHE co-ordinator, after consultation with parents and staff and has been approved by the governors. It is up to date with current guidance from the Government and DfE. It will be reviewed in the 2021/2022 academic year.