



Keresforth Primary School PSHE & RSE Policy

Rationale and Ethos

“Personal, social, health and economic (PSHE) education 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. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.’ QCA.

Our personal, social, health and economic (PSHE) education programme, which we have combined with relationships and sex education (RSE), aims to help pupils develop the knowledge, skills and attributes they need to manage life’s challenges and make the most of life’s opportunities. We will give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens in our ever changing and evolving world.

At Keresforth, children’s physical and mental wellbeing, happiness and safety are our first priority, and PSHE & RSE are the key vehicles through which we share this with children. We hope that our programme will help children to tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. We regard PSHE & RSE as important, integral components of the whole curriculum; they are central to our approach and at the core of our ethos. We believe it is vital for children to generate their own opinions and beliefs so we as teachers will not enforce any of our own beliefs onto anyone and will encourage open and honest discussion. With the high expectations we hold, we aim for the majority of children to reach age related expectations by the end of each Key Stage or have made good progress from their individual starting points.

Legislation

Revised Department for Education statutory guidance states that from September 2020, all primary schools must deliver a full PSHE and RSE curriculum including the teaching of relationships education.

Documents that inform the school’s PSHE & RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Aims and Objectives

During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Our PSHE curriculum is broad and balanced, ensuring that it:

- promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- provides information about keeping healthy and safe, emotionally and physically;
- encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Teaching and Learning

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge. (This will also enable teachers to make more effective judgements about pupils' development and progression in learning).

Research shows that attempts to scare or shock young people into making a healthy choice rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices.

It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

At Keresforth, we allocate at least 45 minutes a week for PSHE education. This time is spent in classes with the class teacher and will be used to cover the themes mentioned below. We follow the Twinkl Life scheme of work available on the Twinkl website. This scheme covers all of the themes mentioned below and meets the new statutory guidance for PSHE and RSE education. Relationships and Sex Education (RSE) will also be covered in this time throughout the year. There is a main PSHE lesson of half an hour a week which follows the scheme mentioned. We also include short sessions of mindfulness throughout the week totalling at least 15 minutes in total. These include activities such as yoga, breathing exercises, colouring and listening to music.

There are three core themes that have been identified by the PSHE Association, Health and Wellbeing, Relationships and Living in the Wider World.

Core theme 1: Health and Wellbeing focuses on:

- what is meant by a healthy lifestyle?;
- how to maintain physical, mental and emotional health and wellbeing;
- how to manage risks to physical and emotional health and wellbeing;
- ways of keeping physically and emotionally safe;
- managing change, including puberty, transition and loss;
- how to make informed choices about health and wellbeing and to recognise sources of help with this;
- how to respond in an emergency;
- identifying different influences on health and wellbeing.

Core theme 2: Relationships focuses on:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts;
- how to recognise and manage emotions within a range of relationships;
- how to recognise risky or negative relationships, including all forms of bullying and abuse;
- how to respond to risky or negative relationship and ask for help;
- how to respect equality and diversity in relationships.

Core theme 3: Living in the Wider World focuses on:

- respect for self and others and the importance of responsible behaviours and actions;
- rights and responsibilities as members of families, other groups and ultimately as citizens;
- different groups and communities;
- respecting diversity and equality and how to be a productive member of a diverse society;
- the importance of respecting and protecting the environment;
- where money comes from, keeping it safe and the importance of managing it effectively;
- the part that money plays in people's lives;
- a basic understanding of enterprise.

These themes will be taught in PSHE lessons through: open discussions, development of higher order thinking skills (use of both open and closed questions), development of attitudes, opinions and values, use of video, ICT and other visual aids, role play, drama, practical activities, a range of individual, paired and group work, and use of guest speakers and outside visitors.

PSHE in the Early Years Foundation Stages

PSHE in the EYFS curriculum is named Personal, Social and Emotional Development (PSED) but it encompasses the same values and aims. We find at Keresforth that children in EYFS learn best through play and exploring, so a big part of their learning comes through this method. The 2021 EYFS curriculum states that PSED is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Children make strong, warm and supportive relationships with adults in school which allows them to learn how to understand their own feelings and those of others. We believe that children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, children learn how to look after their bodies, including healthy eating, and managing personal needs independently. Through supported interaction with their peers, they acquire how to make good friendships, co-operate and resolve conflicts peacefully. These attributes provide a secure platform from which children can achieve at school as well as in later life.

In both the nursery and reception classes, a circle time is timetabled once a week to allow children time to learn skills such as speaking and listening as well as to discuss matters about their own personal lives, relationships and find out about the world around them.

Adults in EYFS use their professional knowledge to informally assess and support children in developing within PSED. Progress is tracked termly using Early Essence and any written observation which is linked to PSED is linked accordingly.

Relationships and Sex Education

Relationships and Sex Education (RSE) is intertwined with the new PSHE curriculum. The relationships part is compulsory for all primary schools to teach and it will cover some important topics that we encounter in today's world, such as same sex marriages and what appropriate relationships look and feel like. Sex education is not compulsory in primary school but at Keresforth we think it is important to introduce children to this topic in the later years of KS2 so we will be including sex education in our curriculum.

Relationships and sex education can be defined as the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The aim of teaching RSE is to equip children with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and well-being.

In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made and human sexuality is no exception. It is vital that pupils receive effective sex education before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation, which may affect relationships with others both now and in the future.

The importance of sexual relationships in all our lives is such that sex education has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In sex education, learning information about the physical aspects of sex, is completed by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

EYFS

- Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.
- Develop social phrases.
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspective of others.
- Talk with others to solve conflicts.
- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
- Express their ideas and feelings about their experiences using full sentences.
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Explain the reasons for rules, knowing right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

Key Stage 1

- recognise and express pride in ourselves;
- recognise and name the basic feelings of happy, sad, frightened, angry etc.;
- make a friend, talk with them, and share feelings;
- recognise when we feel safe and unsafe;
- agreed names for the sexual parts of the body;
- that both babies and pets have needs;

- that we have some control over our actions and bodies;
- our responsibility in caring for younger children and/or pets;
- why families are special for caring and sharing;
- why teasing is hurtful.

Key Stage 2

- recognise and tell others with pride and confidence what we are good at;
- express opinions, for example relationships and bullying;
- listen to, support our friends and manage friendship problems;
- recognise our changing emotions with friends and family and be able to express our feelings;
- recognise the pressure of unwanted and inappropriate physical contact and know how to deal with it;
- ask for help from a range of adults we know and can trust;
- recognise and challenge stereotypes in relation to gender;
- the basic facts about the processes of conception, pregnancy and birth;
- the physical and emotional changes that take place at puberty, why they happen and how to manage them e.g. periods and wet dreams;
- about different forms of bullying people and the feelings of both bullies and victims;
- that safe routines can lessen the spread of viruses, including the HIV virus;
- the many relationships in which we are all involved;
- how a family is important to children growing up;
- about different family arrangements including the place of marriage;
- how the media impacts on forming attitudes;
- where individuals, families or groups can go for reliable information;
- the diversity of lifestyles, and why respect for diversity is important;
- why it is important to consider others' points of view including our parents;
- why being different can provoke bullying and why this is unacceptable.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it effects women.

We also teach RSE through other subject areas, such as Science, PE and RE, where we feel that they contribute to a child's knowledge and understanding of his or her own body and how it is changing and developing.

RSE incorporates the development of self-esteem and relationships so pupil's learning does not just take place through the taught curriculum but through all aspects of school life, including in the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

Early Years Foundation Stage

Children learn about life cycles of various animals, including humans.

Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

Key Stage 1

Children learn:

- that animals including humans move, feed, grow, use their senses and reproduce;
- to recognise and compare the main external parts of the bodies of humans;
- that humans and animals can produce offspring and these grow into adults;
- to recognise the similarities between ourselves and others and to treat others with sensitivity.

Key Stage 2

Children learn:

- that the life processes common to humans and other animals include nutrition, growth and reproduction;
- the main stages of the human life cycle.

The Right to Withdraw

Parents and carers can request partial or complete withdrawal of their child from sex education however they **cannot** withdraw from relationships education, the body parts (etc) of the science curriculum, or the puberty part of health education.

If parents do ask for their child to be withdrawn from sex education then the head teacher will automatically grant a withdrawal request and the child will be provided with alternative but appropriate, purposeful education during the period of withdrawal.

Learning above and beyond

At Keresforth Primary School, we offer children a wide variety of activities and opportunities to learn outside of the usual weekly timetable. Many of these contribute to the teaching and learning of PSHE and can be seen in the list below:

- Crucial crew – year 6 pupils once a year
- Fire safety talk – year 3 pupils once a year
- Swimming lessons and swim safety – year 3 pupils for 15 afternoons per year
- Police safety talk (around bonfire and mischievous night) – whole school once a year
- Bikeability – year 1 and 5
- Anti-bullying week – whole school for the week every year

We will also try to arrange other guest speakers or trips if and where we can.

LGBTQ

As a school, we believe it is very important to ensure children learn about everyone in the world around them as part of their PSHE education. Therefore, we will be discussing different types of families which will include families that have two mothers or two fathers. We will be open to discussion about lesbian, gay, bisexual and transgender people and will promote an inclusive environment for children. We encourage all opinions and beliefs but we will ensure that children understand that everyone is equal in the world no matter what their sexuality. We will ensure that all children understand the importance of equality and respect. This is included in the relationships part of the curriculum and **cannot** be withdrawn from.

Physical Health and Mental Wellbeing

Physical health and mental well-being are interlinked, and it is important that pupils understand that good physical health contributes to good mental well-being and vice versa. As a school, we believe that it is important to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and respond calmly and rationally to setbacks and challenges. Children will be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This will enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations they experience. Children will be taught the benefits of hobbies, interests and participation in their own communities. We encourage children to engage in a mindfulness session for at least 5 minutes up to 3 times a week to promote the benefits as well as teaching children how to be mindful. We also have a mindfulness club that runs on a Monday lunchtime for year 4 and 5 children to attend. This aims to give children time to be mindful and learn about their wellbeing.

Roles and Responsibilities of School and the Community

It is the responsibility of the Head of School and PSHE Lead to:

- ensure parents and staff are informed about the PSHE policy;
- the policy is implemented effectively;
- ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity;
- monitor this policy on a regular basis and report to governors on the effectiveness of the policy.

Class teachers are required to ensure the children in their class are being given access to the PSHE curriculum and to ensure all aims and objectives (see above) are delivered effectively to all children.

All teachers and subject co-ordinators work closely together to support effective teaching and learning of the subject based curriculum. This is achieved by joint meetings and effective communication.

Effective INSET and training programmes for newly qualified teachers is available, as well as mentoring.

Non-teaching staff have developed their expertise in several areas of PHSE pastoral through training and research and they take an active role in the delivery and implementation. This ensures that all pupils are well supported.

Pupil Consultation

Pupils will be consulted throughout the year on the content and delivery of the PSHE curriculum in school. There will be consultation through our school council and children will be invited at the beginnings and ends of PSHE lessons to discuss the content and future practice.

Confidentiality

Having considered all available advice and guidance the Governors and head teacher state that in circumstances where a pupil is considered at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately in writing to the head teacher in compliance with the LEA procedures for Child Protection.

- teachers must not promise confidentiality;
- pupils must be made aware that any incident may be conveyed to the head teacher and possibly to parents;
- teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential – the pupil can then decide whether to proceed or not.

Failure of staff to adhere to this statement may constitute grounds for disciplinary action.

Answering Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will consider the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

RSE Advice

The Governors and staff believe that the School's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception – however sources of professional information and advice will be identified when appropriate.

If the offering of outside expert advice is not taken up, then a teacher may only give such advice after receiving written permission from the Head teacher and the parents/guardians – clearly this would not be done if the pupil did not wish it. Advice does not legally require consent but the following procedures protect the teacher and the pupil, it also acknowledges that teachers may not be qualified to give the required advice.

Teachers cannot:

- give personal advice or counselling on sexual matters to a pupil (either individually or within a group) if a parent has withdrawn that pupil from sex education;
- give personal contraceptive advice to pupils without parental consent.

Teachers can:

- provide pupils with education and information about where and from whom they can receive confidential advice and treatment, e.g. the school nurse, their GP or Brook Advisory Centre. This is not the provision of sex education, but merely the imparting of factual information as to where advice, counselling and treatment can lawfully be obtained;
- Appointments to see the nurse can be arranged by the pupil through the class teacher or the head teacher.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in PSHE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

The nature of work undertaken must be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates the PSHE should be seen as a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of pupil maturity.

Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepare against abuse by others.

Evidence and Reporting

Teachers will collect evidence for children throughout the year from different activities and keep this in a folder for the class. This work will not be marked but will be looked at by teachers so any issues raised through the activities can be picked up on and progress can be seen. Children will be able to take their work home at the end of the year.

Teachers will also have a display board in their classroom dedicated to the subject which they will use to display the work they have produced during PSHE lessons. This board will be changed half termly so as to keep in line with the topic they are working on.

Teachers assess each child's own personal social and emotional abilities using a flower assessment tool (see appendix). Teachers colour in each part of the petal in either red, orange or green depending on the child and keep this in the filing cabinet to review throughout the year.

Children who start our school in FS1 will have their flower assessment completed by the nursery teacher in the summer term before they start in FS2. Children who start our school in FS2, will have their flower assessment completed by the FS2 teacher in the summer term. These flowers will then be passed up as the children progress through school. Each year, these will be reviewed in the summer term before they are passed up to the next teacher. Any new children who start school in later years, will have a flower assessment completed by their teacher in the summer term.

We have chosen to assess and review these flowers in the summer term to allow time for teachers to get to know the children and families well so that they can make a good judgement of their characteristics.

Monitoring and Evaluation

We are committed to monitoring and evaluating the effectiveness of this programme. This will be achieved by the methods outlined:

- pupil feedback;
- staff review and feedback, particularly at staff meetings;
- parental feedback.

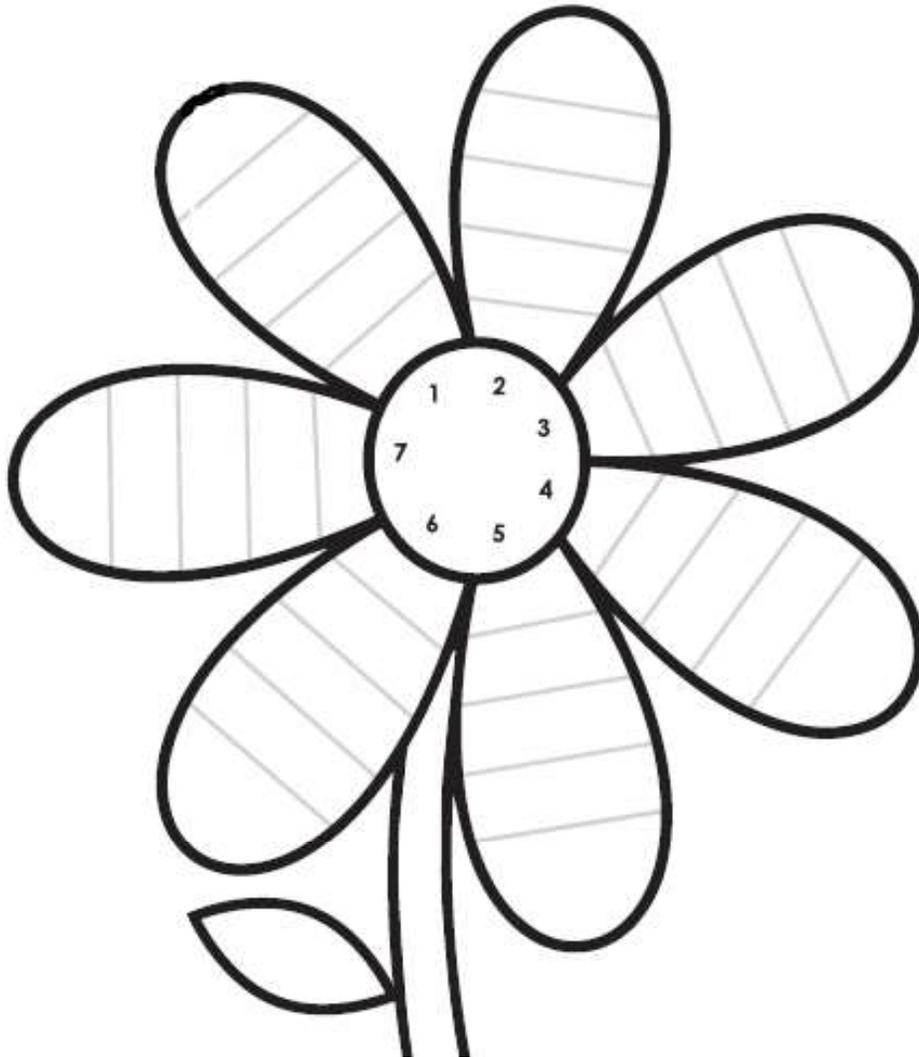
Copies of this policy have been made available to all concerned parties including the LEA, teachers and parents.

As part of effective PSHE provision, the PSHE & RSE policy should be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

PSHE Assessment Tool

Child's Name: _____

Year Group: _____



- Each petal of the flower relates to one set of statements (e.g. petal 1 matches with self-esteem). Statements are on the back of this sheet.
- Each statement relates to a stripe in the petal.
- All stripes need to be coloured in - starting with the first statement nearest to the centre of the flower.

Colour the stripe:

Green if it describes the child perfectly.

Orange if it describes the child to some extent.

Red if it does not describe the child at all.

1. Self-esteem	<ul style="list-style-type: none"> - Uses positive language to describe themselves. - Has positive self-concept as a learner/friend. - Takes constructive criticism positively. - Will 'bounce back' after a negative experience - Is realistic about what they can and cannot do.
2. Emotional Intelligence	<ul style="list-style-type: none"> - Is aware of their own emotional state. - Is aware of the emotional state of others. - Is aware of the emotional response expected in different situations. - Has empathy for their peers. - Has the vocabulary to describe their emotions.
3. Resilience	<ul style="list-style-type: none"> - Will keep trying even when they are finding things hard either academically or socially. - Copes well when friends do not choose their game/activity. - Confidently separates from parents/carers. - Does not catastrophise events, making them more negative than they are. - Wants to overcome any difficulties in order to succeed.
4. Wellbeing	<ul style="list-style-type: none"> - Has high attendance due to good health. - Is well nourished. - Takes an active role in play and physical activities. - Copes well with change. - Can describe a healthy lifestyle.
5. Family	<ul style="list-style-type: none"> - Has parents who do not have current inhibiting mental health issues. - Is not subject to any child protection procedures/support. - Arrives in school well-kept and well nourished. - Has parents who are not known to have current issues with alcohol or drugs. - Has parents/carers who take an active role in their education
6. Social Confidence	<ul style="list-style-type: none"> - Has consistent and strong friendships that are age appropriate. - Is able to talk with peers and adults confidently. - Is able to speak out in a whole class/whole school situation. - Is able to move into new surroundings or circumstances with confidence. - Is able to engage in group work confidently.
7. Mood and Behaviour	<ul style="list-style-type: none"> - Is able to cope with changes in routine. - Is able to describe their feelings and mood. - Is usually compliant with rules. - Is aware of the need to adapt behaviour in different circumstances. - Is aware of the impact of their behaviour on others.