

COPPULL PARISH CHURCH OF ENGLAND PRIMARY SCHOOL



PSHE & RSE POLICY

Our Vision

Curious – Courageous - Compassionate

Date: Spring 2021

Next review: Autumn 2021

Policy written by: Mrs Cooper (PSHE Subject Leader)

Head Teacher: Mrs Bird

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Welcome

Coppull Parish Primary School is a friendly and caring school in which the children are supported and encouraged through lessons, assemblies and playtime to achieve their best in every aspect of their learning. This policy covers our school's approach to nurture individuals and develop pride and mutual respect for each other, our school, our local community and wider world.

Development / Monitoring / Review of this Policy

This PSHE & RSE policy has been developed by the PSHE subject leader, reviewed and approved by Mrs Bird (Head Teacher) and Mr Thompson (PSHE Governor). Consultation with (the whole school and stakeholders) has taken place through a range of formal and informal meetings.

Schedule for Development / Monitoring / Review

This PSHE & RSE policy was approved by the Governing Body on:	<i>March 2021</i>
The implementation of this PSHE & RSE policy will be monitored by the:	<i>Head Teacher & PSHE/ RSE Leader</i>
Monitoring will take place at regular intervals:	<i>Annually</i>
The Governing Body will receive a report on the implementation of the PSHE & RSE Policy at regular intervals:	<i>Annually</i>
The PSHE & RSE Policy will be reviewed annually, or more regularly in the light of any significant new developments in the PSHE & RSE guidance. The next anticipated review date will be:	<i>Autumn 2021</i>

The school will monitor the impact of the policy using:

- Lesson observations
- Work Scrutiny
- Planning and overviews
- Surveys / questionnaires of
 - pupils
 - parents / carers
 - staff

Links to Other Relevant Policies:

Online Safety	Safeguarding	SEND Inclusion	Behaviour

Policy Availability

The policy is available to parents and carers through the school website. If you require this policy in printed format please contact the school office.

Policy Aims and Objectives

All schools and academies are required to act within the requirements of the law, including the Equality Act of 2010. The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England primary schools. It is up to each primary school to decide whether they wish to choose to teach some aspects of Sex Education but we encourage schools (following consultation with parents) to offer age- appropriate provision.

All schools should approach PSHE and RSE in a faith-sensitive and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act.

Our PSHE education programme promotes our school ethos and is underpinned by the school vision which aims to develop pupils who are: 'Curious – Courageous - Compassionate'. We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through the election of class representatives, who make up the 'School Council'. They are encouraged to voice their views, ideas and opinions through this process, becoming courageous advocates for society and making a positive contribution to the school community. Through Citizenship the pupils find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE are to enable the children to:

- know and understand what a healthy lifestyle is
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of a community, such as school
- understand what is meant by 'Democracy' and be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the community
- actively promote British Fundamental Values (BFV)
- have an economic understanding

Church of England's Guidance:

The Church of England recognises the new statutory guidance published by the Government. They state the legislation makes it clear that all schools should approach RSE in a faith sensitive and inclusive way, seeking to explain fairly the tenets and varying interpretations of religious communities on matters of

relationships and sex and teach these viewpoints with respect. The Church of England Education Office supports the approach taken by the government.

The Church of England Education Office's to Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

At Coppull Parish everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

PSHE & RSE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and show dignity to others. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should be shared between parents and school.

Creating a Safe and Supportive Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every PSHE lesson. Ideally, teachers and children will devise their own 'ground rules' at the beginning of the year so that they have ownership of them.

These will need to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other in a supportive manner
- We have the right to pass
- We respect each other's privacy (confidentiality)

Entitlement and Equality of Opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, *sexual orientation* (LGBT) or personal circumstance (Equality Act 2010). We teach PSHE to all children, regardless of their ability and any issues will be dealt with in accordance to the School Behaviour Policy. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through SEN Support will lead to the creation of an Individual Education Plan (IEP) - please refer to the SEND Policy. When teaching PSHE, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHE.

Scheme of Work

At Coppull Parish we use an online scheme of work which is constantly updated with new resources and lessons in response to feedback and Government updates. '1 Decision' is a child friendly, interactive programme which covers all required objectives of PSHE and RSE.

Intended Outcomes

Our Programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. As a result of our PSHE and RSE programme of learning (taken from the Statutory Guidance Document: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019), pupils will be taught and know the following by the end of primary school:

Our 5-8 modules/topics

For more information on our resources, please visit: www.1decision.co.uk

<p>Keeping/Staying Safe</p> <ul style="list-style-type: none"> • Road Safety • Leaning Out of Windows • Staying Safe • Tying Shoelaces 	<p>Keeping/Staying Healthy</p> <ul style="list-style-type: none"> • Healthy Eating • Brushing Teeth • Washing Hands • Medicine 	<p>Relationships</p> <ul style="list-style-type: none"> • Bullying • Body Language • Friendship • Touch 	<p>Being Responsible</p> <ul style="list-style-type: none"> • Practice Makes Perfect • Helping Someone in Need • Stealing • Water Spillage
<p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Jealousy • Worry • Anger • Grief 	<p>Computer Safety</p> <ul style="list-style-type: none"> • Online Bullying • Image Sharing • Making Friends Online • Computer Safety Documentary 	<p>Our World</p> <ul style="list-style-type: none"> • Growing in Our World • Living in Our World • Working in Our World • Looking After Our World 	<p>Hazard Watch</p> <ul style="list-style-type: none"> • Is it safe to eat or drink? • Is it safe to play with?
<p>Special Edition Module - Fire Safety</p> <ul style="list-style-type: none"> • Hoax Calling • Petty Arson • Enya and Deedee Visit the Fire Station • Texting Whilst Driving 			

All of these modules/topics are statutory apart from the Special Edition Module – Fire Safety.

Our 8-11 modules/topics

For more information on our resources, please visit: www.1decision.co.uk

Keeping/Staying Safe <ul style="list-style-type: none">• Cycle Safety• Peer Pressure• Water Safety• Keeping/Staying Safe Documentary	Keeping/Staying Healthy <ul style="list-style-type: none">• Healthy Living• Smoking• Alcohol• Keeping/Staying Healthy Documentary	Growing and Changing <ul style="list-style-type: none">• Relationships• Puberty• Conception• Growing and Changing Documentary	Being Responsible <ul style="list-style-type: none">• Coming Home on Time• Looking Out for Others• Stealing• Being Responsible Documentary
Feelings and Emotions <ul style="list-style-type: none">• Jealousy• Anger• Worry• Feelings and Emotions Documentary	Computer Safety <ul style="list-style-type: none">• Online Bullying• Image Sharing• Making Friends Online• Computer Safety Documentary	The Working World <ul style="list-style-type: none">• Chores at Home• Enterprise• In-App Purchases• The Working World Documentary	A World Without Judgement <ul style="list-style-type: none">• Breaking Down Barriers• Inclusion and Acceptance• British Values• A World Without Judgement Documentary

All of these modules/topics are statutory apart from the Conception Module which is part of Growing & Changing.

Teaching and Learning:

We allocate weekly lessons for each year group during curriculum time to PSHE education. Our PSHE education provision is mapped and planned effectively using the PSHE Association Planning Toolkit and PSHE Association accredited resources. Updates of accredited resources are shared during staff meetings and accessible to all teachers on the school server. On many occasions PSHE topics are introduced through other areas of the curriculum (Science, Physical Education, ICT and online safety, Religious Education) and these can be seen on the 'Whole School Curriculum Map'. We will determine pupils' prior knowledge and starting points by assessing children's understanding using assessment for learning tools (1 Decision baselines, KWL grids, questionnaires, etc...). The programme will be taught through a range of teaching methods, including class discussions, sharing of own life experiences, whole school assemblies, school council, outside agencies. We will ensure the curriculum is broad and balanced by using whole class PSHE books that communicate prior learning as children move classes throughout KS1 and KS2. Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every PSHE and RSE lesson.

The Early Years Foundation Stage:

In Reception PSHE comes under the Prime Areas of Learning - Personal, Social and Emotional Development. This is split into three different Early Learning Goals - Self Confidence and Self Awareness, Managing Feelings and Behaviour and Making Relationships. PSED is an integral part of Reception and underpins every area of the curriculum, including the Characteristics of Effective Learning. It is a discrete lesson which is taught weekly through a discussion based carpet session using the 1Decision scheme which focusing on the EYFS Prime Areas of Learning.

We also support citizenship education in the EYFS, when we promote learning about 'People and Communities'. We ensure that other festivals and traditions are acknowledged and learned about such as Chinese New Year and Diwali.

Assessment for Learning:

Our teachers assess the children's learning in PSHE both by making judgements as they observe and listen to children during lessons and by marking their recorded work against specific learning objectives from the 1decision lesson objectives, which are both statutory and non-statutory. We establish a baseline for each topic by completing a 'pre-learning' task a few days/weeks before the topic is due to be taught – this informs the teacher of the children's previous knowledge then they can plan their lessons in order to move learning on. We then complete an 'endpoint' to show individual progress. This will be evidenced in many ways from mind maps, videos saved on google drive, KWL grids etc.

Teaching Responsibility and Staff Training:

The PSHE subject leader and Head Teacher are responsible for monitoring the standards of children's work and the quality of teaching. The PSHE leader will monitor the delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. The leader will support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. Staff in the school receive in house training based upon the Subject Leader's attendance on termly PSHE updates with Lancashire specialists. The Subject Leader trains/feedbacks to staff during planned staff meetings.

When using external speakers to deliver aspects of our PSHE programme we will ensure that these support and benefit our PSHE curriculum and needs of the children in our school. Their input will be carefully planned and monitored so as to fit into and complement the programme.

Confidentiality and Handling Disclosures:

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he must record their concerns on CPOMS and a member of the Designated Safeguarding Team will take action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Responding to Pupils' Questions:

Pupils' questions will be answered by members of staff in a supportive and informative manner. We will allow pupils to raise questions by having question boxes (ASK IT BASKET) situated in classrooms at all times, children will be reminded of these baskets during PSHE lessons. Where a question is asked and the member of staff wishes to have more time to find an appropriate answer the child will be told that they will get an answer to them as soon as possible and in most cases the following day and remind children not to use search engines to find their own answers. If a safeguarding issue is raised by a question we will ensure that action is taken in accordance to the Safeguarding and Child Protection Policy.

At our school we seek to provide a safe, secure learning environment for PSHE that enables children to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. Therefore, group agreements are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils. Where questions are asked that are beyond age appropriateness, staff will respond quickly and will phone the child's parent or carer to discuss this. They will then be asked if they would like us to discuss the matter with their child together to prevent children from becoming independent learners (e.g.: Google).

Involving Parents and Carers:

We are committed to working with parents and carers. We will communicate with them by informing them of half termly PSHE topics, this is available on the curriculum medium term plans that are shared with parents via dojo or the school website each half term. This will allow parents and carers to be aware of all topics taught in the PSHE curriculum and encourage discussion of these topics at home like all other curriculum areas.

We will communicate to parents about their right to withdraw their children from non-statutory parts of the PSHE curriculum, although it should be noted that relationships and sex education covers many elements of the compulsory Science curriculum. If you would like to withdraw your child from non-statutory parts of the PSHE/RSE curriculum (highlighted above in the 'Intended Outcomes' section) please contact Mrs Bird (Head Teacher) to discuss this.

Review Date:

This policy will be reviewed Summer 2021. It will be reviewed by the PSHE subject leader and Head Teacher. This will ensure that the policy is up to date as PSHE becomes a statutory part of education.

References:

Children and Social Work Act (2017)
Equality Act (2010)
Keeping Children Safe in Education (2019)
Relationships, Sex and Health Education (2019)
Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools. (2019)