



Whole-School ~ PSHE&RSE



'You shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength [and] You shall love your neighbour as yourself.' Mark 12:30-31

Intent

Our whole curriculum is underpinned by our commitment to serving with **Grace**. We give our very best to our school communities and every individual within our communities, adult and child alike *and work to our school values*. Specifically for our PSHE and RSE curriculum our intent is that we equip our pupils with accurate and relevant knowledge of the world around them promoting acceptance of diversity, a resilience for life and demonstrating how to be positive citizens whilst giving them opportunities to turn that knowledge into personal understanding. We ensure our pupils are given opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities in a safe, non-judgemental, nurturing environment.

PSHE is integral to a whole school approach that embodies the principles of personal and social development and active citizenship. PSHE promotes the spiritual, moral, social, cultural, mental, emotional and physical development, and thus the well-being of both the individual and ultimately the wider community. It helps to give the child the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world.

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. **DFE states that the teaching of Sex Education is not compulsory in Primary schools and the guidance focuses predominantly on relationships, health, including puberty**. As is fitting for our children, the RSE curriculum for our Federation focuses predominantly on the relationship aspects of the subject. We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education and health education. As maintained schools we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. However, we are not required to provide sex education beyond the elements contained in the science curriculum but following the recommendations from the DfE, we deliver an age appropriate curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. Planning and delivery is in line with the DfE statutory guidance and The Equalities Act 2010.

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

The aims of PSHE and RSE at our schools are:

- To enable children to become healthy, independent and responsible members of society.
- To equip children with the knowledge, understanding and skills that enable them to know and understand what constitutes a healthy lifestyle and to make the sort of choices and informed decisions that lead to this.
- To develop their self-esteem and sense of self-worth and to recognise the worth of others.
- Help pupils develop feelings of self-respect, confidence and empathy
- To provide a safe environment for our children to share their thoughts and ideas, in which sensitive discussions can take place.
- To enable discussion of moral questions related to drug taking and relationships and so to make sensible and informed decisions about their lives
- To help children respect both other people and their own bodies.
- To prepare pupils for puberty and the importance of health and hygiene
- To teach, through our science curriculum and sex education, about the physical development of their bodies as they grow into adults.

- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To help children to understand what makes for good relationships with others.
- To help to create a positive culture around issues of sexuality and relationships
- To encourage our pupils to play a positive role in contributing to the life of the school and the wider community.
- To teach them how society is organised and governed and ensure that they experience the process of democracy in school.

Implementation

Through our curriculum we aim to embed skills and strategies our children need in order to live healthy, safe, fulfilling, responsible and balanced lives. We encourage pupils to be positive, motivated, resilient, reflective and independent in both their learning and throughout day to day life.

Curriculum: Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary, according to unprecedented situations and cohort needs. We have developed the curriculum in consultation with parents, pupils and staff (including the Designated Safeguarding Lead), taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond using appropriate language and terminology so they are fully informed and don't seek answers online. Sometimes this may be directing children to ask their parents. If the child asks a question of an inappropriate nature, staff may feel it necessary to report it to the Designated Safeguarding Lead. Primary sex education will focus on preparing boys and girls for the changes that adolescence brings. For more information about our curriculum, see Appendix 2 curriculum map.

The definition of RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Delivery of PSHE and RSE:

We teach PSE and citizenship in a variety of ways and through a combination of:

- Discrete curriculum time ~ **We predominantly use sessions and resources from SCARF online (<https://www.coramlifeeducation.org.uk/scarf/>)** to deliver year group discrete weekly sessions.
- Through and in other curriculum areas, such as drugs and health education through science, or citizenship through History, Geography, and a considerable amount through RE as there are significant overlaps
- Circle time as the needs arise
- PSHE and citizenship activities, and school events and visitors
- School assemblies and collective worship

PSHE is usually taught by the class teacher and teaching assistants in a weekly session. Occasionally, areas of learning may be reinforced through Collective Worship. Other agencies are occasionally brought in to support or enrich the teaching, such as the fire service, school nurse, or police, and they work in liaison with the class teacher. We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Year 4, where there is a particular focus on developing pupils' self-esteem and independence, and giving them opportunities to develop leadership and co-operative skills.

In line with the school's Equal Opportunities Policy, all teaching in PSHE is taught in such a way as to include all children irrespective of their ability, gender, race or ethnicity. The curriculum is designed to promote tolerance and to provide a broad and balanced education to all children. An IEP for a child with SEND may include, as appropriate, specific targets relating to PSHE and citizenship, such as Social Stories or a social skills group.

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity or fund-raising event, we

carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

- Through targeted RSE lessons we aim to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This will take place with consideration of the qualities of relationships within families.
- Through the School Council we teach about rights and responsibilities, and they learn to appreciate what it means to be a positive member of a diverse multicultural society.
- We aim to make children aware of safety issues, including how to keep their bodies safe from the harmful effects of drugs. We teach children about the dangers to health posed by drug-taking, and we aim to equip them with the social skills that enable them to make informed moral and social decisions regarding personal and social issues.
- RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in religious education (RE). Alongside relationships and health education, pupils will also receive age appropriate sex education sessions delivered by their class teacher.
- Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Appendix 2: Coverage for PSE and RHE Long-term plan to include statutory requirements for Relationships Education and Health Education

	Autumn 1 Me and my Relationships	Autumn 2 Valuing Differences	Spring 1 Keeping Myself Safe	Spring 2 Rights and Responsibilities	Summer 1 Being my Best	Summer 2 Growing and Changing
EYFS	<ul style="list-style-type: none"> • What makes me special • People close to me • Getting help 	<ul style="list-style-type: none"> • Similarities and differences • Celebrating differences • Showing kindness 	<ul style="list-style-type: none"> • Keeping my body safe • Safe secrets and touches • People who help to keep us safe 	<ul style="list-style-type: none"> • Looking after things: friends, environment, money 	<ul style="list-style-type: none"> • Keeping my body Health~ food, exercise, sleep • Growth Mindset 	<ul style="list-style-type: none"> • Cycles • Life cycles
Y1	<ul style="list-style-type: none"> • Feelings • Getting help • Classroom rules 	<ul style="list-style-type: none"> • Recognising, valuing and celebrating differences • Developing tolerance and respect 	<ul style="list-style-type: none"> • How our feelings can keep us safe • Keeping healthy • Medicine Safety 	<ul style="list-style-type: none"> • Taking care of things: <ul style="list-style-type: none"> - Myself - My money - My environment 	<ul style="list-style-type: none"> • Growth Mindset • Keeping my body healthy 	<ul style="list-style-type: none"> • Getting help • Becoming independent • My body parts
Y2	<ul style="list-style-type: none"> • Bullying and teasing • Our school rules about bullying • Being a good friend • Feelings/self-regulation 	<ul style="list-style-type: none"> • Being kind and helping others • Listening skills 	<ul style="list-style-type: none"> • Safe and unsafe secrets • Appropriate touch • Medicine Safety 	<ul style="list-style-type: none"> • Cooperation • Self-regulation 	<ul style="list-style-type: none"> • Growth Mindset • Looking after my body 	<ul style="list-style-type: none"> • Life cycles • Dealing with loss • Being supportive
Y3	<ul style="list-style-type: none"> • Cooperation • Caring friendships (includes respectful relationships) 	<ul style="list-style-type: none"> • Recognising and respecting diversity • Being respectful and tolerant 	<ul style="list-style-type: none"> • Managing risk • Drugs and their risks (medicine) • Staying safe online 	<ul style="list-style-type: none"> • Skills we need to develop as we grow up • Helping and being helped 	<ul style="list-style-type: none"> • Keeping myself healthy • Celebrating and developing my skills 	<ul style="list-style-type: none"> • Relationships • Keeping safe
Y4	<ul style="list-style-type: none"> • Recognising feelings • Bullying • Assertive skills 	<ul style="list-style-type: none"> • Recognising and celebrating difference (including religions and cultural differences) • Understanding and challenging stereotypes 	<ul style="list-style-type: none"> • Managing risk, including staying safe online • Norms around use of legal drugs (tobacco and alcohol) 	<ul style="list-style-type: none"> • Making a difference (different ways of helping others or the environment) • Media influence • Decisions about spending money 	<ul style="list-style-type: none"> • Having choices and making decisions about my health • Taking care of my environment 	<ul style="list-style-type: none"> • Body changes during puberty including menstruation • Managing difficult feelings • Relationships including marriage

Impact

Assessment, recording and reporting

In PSHE and RSE there are two broad areas for assessment:

- Pupils' knowledge and understanding, for example, information on health, understanding of procedures including health and safety.
- How well pupils can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

Clearly defined learning outcomes based on the non-statutory (National Curriculum 2014) and statutory (Relationships Education, Relationships and Sex Education and Health Education 2019) guidance assist the assessment process. Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and, where appropriate, by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

The assessments that we make of pupil achievement is formative and shows developmental progress. There is no pass/fail element to it and it may not be linear, as self-esteem, for example, can rise and fall depending upon events in an individual's life. Self-assessment can take place through the use of personal diaries in which pupils can reflect upon their learning, experiences and feelings. These are confidential and are only looked at with the pupil's agreement.