



# Pondhu

Primary School

## C – 5 PSHE and RSE

|                      |                              |
|----------------------|------------------------------|
| Date of Last Review: | Summer 2020                  |
| Date of Next Review: | Summer 2022                  |
| Subject Leaders:     | Sarah Parekh & Carole Carter |

# **PSHE (Personal, Social and Health Education) and RSE (Relationships and Sex Education) Policy**

## **Introduction**

At Pondhu Primary School, we believe that PSHE and RSE help to give our pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, and become informed, active, responsible and respectful citizens.

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships and human sexuality. It is not about the promotion of sexual activity.

The work we do in PSHE and RSE is supported by the Cornwall PSHE Programme (2020) and the Christopher Winter Projects for RSE, and Drugs and Alcohol (updated 2019). We believe that to be effective, RSE should be taught within a broader PSHE education programme. Therefore, our RSE policy is included within the Pondhu PSHE policy.

Similarly, the incorporation of citizenship in PSHE at Key Stages 1 and 2 allows for an integrated approach to the major themes of citizenship: Rules, Communities, Conflict, Making Choices and Responsibility.

This policy reflects the schools work on the Rights Respecting Schools Award, linking it to key articles from the United Nations Conventions on the Rights of the Child.

## **Aims**

The school aims to:

- Promote the spiritual, moral, social and cultural development of all pupils
- Promote the physical and mental wellbeing of pupils
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Help pupils to recognise and regulate emotions
- Encourage pupils to value themselves and others
- Help pupils develop feelings of self-respect, confidence and empathy
- Allow pupils to acknowledge and appreciate difference and diversity
- Provide pupils with opportunities to consider issues which may affect their own lives and/or others
- Provide opportunities, responsibilities and experiences that will help prepare pupils for the adult world
- Teach pupils to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Encourage discussion about beliefs, choices and values
- Promote safety in forming and maintaining healthy relationships
- Equip children with the knowledge of how to be safe online

- Learn about different types of relationships and create a positive culture around issues of sexuality and relationships through the context of different types of families, including those with same-sex parents/carers
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene

*Article 29 (goals of education) 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'*

### **At Pondhu School pupils should:**

- acquire knowledge and understanding of themselves, of others and of the world they live in
- develop skills for living
- understand and manage their emotions
- become morally and socially responsible
- take on a range of roles and relationships
- value themselves and respect others
- contribute to their community
- appreciate difference and diversity
- participate actively in our democracy
- safeguard the environment
- act in the wider world in a way that makes the most of their own and others' human potential.

### **Statutory requirements**

Under the statutory guidance issued by the Department for Education (2019), Relationship Education and Health Education at primary schools should be compulsory from September 2020. However, due to the Covid pandemic, schools must ensure that the guidance is implemented by the beginning of the summer term 2021. We aim to implement this policy as soon as possible, while allowing time to support pupil's mental health and wellbeing following the return to school.

At Pondhu, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to the statutory guidance issued by the DfE (2019)

This policy has been shared with parents in accordance with statutory guidance.

## **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review: The PSHE co-ordinators gathered all relevant information including national and local guidance, attended relevant courses and ensured the most recent and appropriate resources were in place.
2. Staff consultation: School staff were given the opportunity to review the programmes of study, the school overview and this policy, and make recommendations.
3. Pupil consultation: Consideration was given to opinions expressed by class representatives at School Parliament meetings over the past year.
4. Parent consultation: The policy and school overview were made available to view on the school's website. Parents and carers were encouraged to read the documents and invited to share any comments with staff and/or ask staff about lesson content and view resources. A meeting was arranged to give parents and carers the opportunity to hear more about the mandatory and non-mandatory curriculum and raise any questions.

## **Delivery of PSHE and RSE**

Throughout the school, PSHE is embedded as part of the school's ethos, integrating *Physical, Social and Health Education, Relationships and Sex Education, Every Child Matters, Spiritual, Moral and Social Development (SMSC), Citizenship, British Values* and *Rights Respecting Schools*.

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to parent's/carer's questions and discussing examples of lessons and resources

The Early Years Foundation Stage (EYFS) follow the Developmental Matters framework. As such, the prime area of Personal, Social and Emotional Development (PSED), is a central part of everyday provision.

Some elements of PSHE and RSE are taught through discrete lessons. However, we aim to make links with other National Curriculum subjects, class topics, school projects, community events and current world news to make pupil's learning meaningful and relevant.

RSE is generally taught within the PSHE curriculum. However, some biological and hygiene aspects are also statutory within the science curriculum for Key Stage 1 and Key Stage 2.

Some aspects of Health Education are statutory within the Physical Education curriculum and the Design and Technology: cooking and nutrition curriculum.

*'Article 24, (Health and Health Services) 'Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries to achieve this'.*

*'Article 33, (Drug Abuse), 'Governments must protect children from the illegal use of drugs'.*

### **Overview of curriculum content**

At Pondhu, we have developed our own PSHE scheme of work for Years 1-6. This incorporates the Cornwall PSHE Programme and the Christopher Winter Projects for RSE and Drugs and Alcohol. We have also used lessons and resources published by the PSHE Association to supplement these programmes. The Pondhu scheme of work also includes additional lessons to ensure Citizenship and British Values are a part of the Pondhu PSHE curriculum.

Within lessons, links are often made to resources, videos and interactive games produced by professional organisations such as the Red Cross, BBC, thinkuknow.org, Public Health England and e-bug.

The school has produced an overview of lessons that will be covered in each year group. The lessons are grouped into six broad themes: Communities and Respect, Life Skills and Safety Skills, Ourselves and Relationships, Online Safety, Emotional Wellbeing, Healthy Living. This will ensure each year group receives age-appropriate lessons covering all areas of the PSHE curriculum.

Class teachers are in the best position to decide when each group of lessons will be delivered to their year group. They will consider the needs of particular classes or groups of children, make links to topics, and respond to issues and questions raised by pupils and make links to local, national and world current events.

# PSHE Overview (including Relationships & Sex)

Red = Christopher Winter Projects: Relationships and Sex, Drugs and Alcohol

Black = Cornwall PSHE Programme

Blue = Additional lessons



|        | Communities and Respect  | Life Skills & Safety Skills                                       | Ourselves & Relationships  | Online safety  | Emotional Wellbeing   | Healthy Lifestyles   |
|--------|--|---|--|--|---|--|
| EYFS   | Developmental Matters Framework: Personal, Social and Emotional Development - part of everyday provision |   | CWP- RSE Family and Friendship (caring friendships, being kind, families)  | Developmental Matters Framework: Personal, Social and Emotional Development - part of everyday provision |   |  |
| Year 1 | Welcome to school<br><br>Rights, responsibilities and respect  | People who care for us<br><br>Emergencies and getting help        | CWP- RSE Growing and Caring for Ourselves (different friends, growing and changing, families and care)<br><br>Healthy friendships<br>Our bodies and boundaries | Managing our time safely whilst online   | We all have feelings<br><br>Good and not so good feelings   | CWP: D&A Medicines and People who Help Us (staying healthy, medicines, who gives us medicines)<br><br>Our health<br><br>Healthy food choices |
| Year 2 | Respecting uniqueness<br><br>Our communities   | Learning about work<br><br>Everyday safety<br><br>Basic first aid | CWP- RSE Differences (differences, male and female animals, naming body parts)   | Online friends<br><br>Sharing photos online<br><br>Online interactions and sharing information           | Big feelings  | CWP- D&A Keeping Safe (risk, hazardous substances, safety rules)<br><br>Keeping our teeth healthy<br><br>Hand hygiene                        |
| Year 3 | Individual and collective strengths  | World of work<br><br>Spending and saving money<br><br>Road safety | CWP-RSE Valuing Difference and Keeping Safe (body differences, personal space, help and support)   | The internet and everyday life   | Strategies to support positive mental wellbeing<br><br>Everyday feelings<br><br>Expressing feelings | CWP-D&A Smoking (why people smoke, physical effects, no smoking)<br><br>Physical activity<br><br>Sun safety                                  |

|        |   |  |   |  |   |   |
|--------|---|--|---|--|---|---|
| Year 4 | <p>What makes a good friend</p> <p>Respecting others</p> <p>Resolving conflict and managing negative pressure</p> | <p>Money choices</p> <p>Volunteering and citizenship</p> <p><b>Democracy</b></p>   | <p><b>CWP- RSE Growing Up (changes, puberty, healthy relationships)</b></p>   | <p>Safely enjoying the online world</p> <p>Keeping personal information safe and private online</p> <p>Understanding that not everyone is who they say they are online</p> | <p>Managing feelings</p>  | <p><b>CWP- D&amp;A Alcohol (effects of alcohol, alcohol and risk, limits to drinking alcohol)</b></p> <p>The environment</p> <p>Everyday safety and basic first aid</p> |
| Year 5 | <p>Diverse communities</p> <p>Respectful relationships</p> <p><b>Stereotypes</b></p>                              | <p><b>CWP- D&amp;A Legal and Illegal Drugs (attitudes to drugs, peer pressure)</b></p> <p>Exploring risks in everyday situations</p> <p>Illness</p>                          | <p><b>CWP-SRE Puberty (talking about puberty, the reproductive system, help and support)</b></p>  | <p>Online content</p> <p>Online contact</p>  | <p>Mental health and keeping well</p> <p>Managing challenges and change</p> | <p>Nutrition and healthy eating</p> <p><b>The sleep factor</b></p>  |
| Year 6 | <p>Different types of families</p> <p><b>CWP-SRE Respect and Equality</b></p>                                     | <p>Spending decisions</p> <p>Exploring risk in relation to gambling</p> <p><b>CWP- D&amp;A Preventing Early Use (cannabis, VSA and getting help, advice and support)</b></p> | <p><b>CWP-SRE Puberty, Relationships and Reproduction (puberty and reproduction, relationships, families, <i>conception and pregnancy</i>, online relationships) <b>NB Parental right to withdraw pupil from some lessons.</b></b></p> <p>Keeping your body safe</p> <p>Consent</p> | <p>Online friendships and keeping safe</p> <p>Skills for using the internet safely</p> <p>Social media</p> <p>Healthy and harmful relationships</p>                        | <p>Feelings and anxieties when changing schools</p>                         | <p>Changes from primary to secondary school</p>   |

### Strategies for Implementation

Time allocated for some parts of sex, drug and some health education will be accounted for in the teaching of science across the school.

Time allocated for some parts of nutrition education will be accounted for in the teaching of Design Technology at both key stages.

Time allocated for some parts of healthy lifestyles will be accounted for in the teaching of Physical Education across the school.

Learning about world religions, tolerance and respect for others is an important focus in our Religious Education curriculum.

*Article 14 (freedom of thought, belief and religion) 'Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights'.*

Key Stage 1 and 2 class teachers will timetable discrete lessons to ensure all units within the school overview are covered, as well as integrating our aims and objectives into other areas of the curriculum.

Lessons include time for a combination of the following:

- individual reflection on the subject in hand;
- small group decisions and decision-making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementing what has been learned/decided, where appropriate

Some lessons will take place outside the classroom, using our school grounds to develop responsibility for our environment, grow our own healthy food, and build co-operative relationships and self-confidence.

Pupils will be given the opportunity to extend their learning beyond the school by taking part in educational visits and camps, sporting events and workshops led by secondary schools.

Whenever possible, we will invite visitors to school who can inspire and motivate our pupils, for example, fire and police service, performing artists, sports coaches, Cornwall Healthy Schools and Chartwells (school meals provider).

Each class will elect representatives to attend School Parliament meetings. Members of Parliament will be able to raise concerns, suggest ideas, and have their role valued in the school community.

*Article 12 (respect for the views of the child) 'Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.'*

In addition to PSHE and RSE lessons, targeted pupils will take part in social skills interventions and emotional enhancement sessions either individually or as part of a small group.

All classes will watch the BBC children's programme 'Newsround' once a week, to give opportunities to discuss current world events. Each classroom will have a world map where pupils can locate places in the news and develop a sense of global community.

*Article 17 (access to information from the media) 'Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand.'*

Classes will use 'RTime' and 'Philosophy for Children' during Circle Time/Talk Time to encourage:

- working with different peers
- the participation of individuals as part of a larger group;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group.

*Article 13, (freedom of expression): 'Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law'.*

To further support pupils with their understanding of mental health and wellbeing, the school will use the 'MindUp' programme at appropriate times during the day to promote calming techniques and help pupils to prepare themselves for learning.

### **Inclusion**

PSHE positively supports the school's attitude towards inclusion and must provide opportunities for all pupils to excel.

As far as is appropriate, pupils with special educational needs and disabilities will follow the same PSHE and RSE programme as all other students. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery may have to be adapted. Teachers and/or Teaching Assistants will work with individual pupils where required, and if appropriate.

### **Parental Involvement**

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE policy
- Answer any questions that parents may have about the PSHE/RSE education of their child
- Take seriously any issues that parents/carers raise about this policy or arrangements for PSHE/RSE in the school
- Inform parents through meetings, about the best practise known with regard to PSHE/RSE, so that the key messages at home and at school are consistent.

## **Parental Right to Withdraw**

At Pondhu, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. The school will inform parents in Year 6 about the content of what will be taught. In doing so, we have regard to the following statutory guidance issued by the DfE (2019).

Parents/carers have the **right to withdraw** their child from sex education within the Relationships and Sex Education curriculum. This does not apply to the sex education in the National Curriculum as a part of science, as this is statutory for all pupils. There is no right to withdraw from Relationships Education as the contents of this subject, such as family, friendship, safety (including online safety) are important for all children to be taught.

If a parent/carer wishes their child to be withdrawn from the sex elements of RSE (**at Pondhu, these are covered in Year 6**), they should discuss this with the class teacher and/or Headteacher or Assistant Headteacher. They should make it clear which aspects of the programme they do not want their child to participate in. After discussion, any requests should be put in writing for the Headteacher. Alternative work will be given to pupils who are withdrawn from these lessons.

## **Assessment and recording**

Teachers assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day.

All adults within the school environment are responsible for informing the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers and the SEND co-ordinator to identify pupils' progress which is well above or below that which is expected.

Elements of children's personal, social and health development are reported to parents in the yearly reports.

## **Monitoring arrangements**

The delivery of PSHE and RSE is monitored by the co-ordinators: Sarah Parekh and Carole Carter through:

Lesson observations, evidence of planning, evidence in children's books, learning walks, feedback from staff, parents and pupils.

Pupil's development in PSHE and RSE is monitored and assessed by class teachers.

## **Review**

This policy is reviewed bi-annually - last reviewed in July 2020.