



*1 John 4:7 Let us love one another, for love is from God.  
Learning together and worshipping together*

## **Tushingham-with-Grindley C of E Primary School**

# **PSHE and RSE Policy**

### **Aims and Key Principles**

***1 John 4:7 Let us love one another, for love is from God. Learning together and worshipping together.***

Our Christian values underpin our ethos; through the PSHE and RSE curriculum we aim to develop children's knowledge, skills, opinions, strategies and confidence-enabling them to cope with life's challenges and to live safely and happily in the modern world. We believe in providing every pupil with open, honest, accurate and age-appropriate lessons about all relationships. Every member of our school community is encouraged to respect and value each other. We make close links between our values, worship and PSHE curriculum.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi-faith and ever-changing nature of the United Kingdom and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly or illegally influence them. At our school we embrace the British Values of: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

Our PSHE and RSE curriculum is inclusive and meets to needs of all children, including those with special educational needs or disabilities (SEND). We aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

Our focus is on teaching the fundamental building blocks and characteristics of positive relationships. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## **Pupil Learning Outcomes**

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

## **Curriculum Content**

PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the Programme Builders from the PSHE Association which accompanies the 2020 edition of the PSHE Association Programme of Study for PSHE education. The programme builder takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per term. This approach allows different year groups to work on similar themes at the same time. This enables each topic to be linked to collective worship themes, generating a whole school focus for adults and children alike.

There are three core themes in the programme of study which in turn have been broken down into nine topics. **These topics are designed to progress in sequence from September to July.**

## PSHE education Programme Builders Content

Each Programme Builder covers all of the statutory requirements for their phase, within a comprehensive PSHE education programme.

Term and Core theme	Topic	Content
Autumn Relationships	Families and friendships	<ul style="list-style-type: none"> <li>- Roles of different people</li> <li>- Families /what makes a family</li> <li>- Feeling cared for</li> <li>- Making friends/ positive friendships, including online</li> <li>- Managing friendships and peer influence</li> <li>- Feeling lonely and getting help</li> <li>- Civil partnership and marriage</li> </ul>
Autumn Relationships	Safe Relationships	<ul style="list-style-type: none"> <li>- Recognising privacy and personal boundaries</li> <li>- Staying safe and safely responding to others</li> <li>- Seeking permission</li> <li>- Managing secrets/confidentiality</li> <li>- Resisting pressure and getting help</li> <li>- Recognising hurtful behavior, the impact of hurtful behavior and responding to hurtful behaviour</li> <li>- Recognising risks online</li> <li>- Physical contact and feeling safe</li> <li>-</li> </ul>
Autumn Relationships	Respecting ourselves and others	<ul style="list-style-type: none"> <li>- How behavior affects others</li> <li>- Being polite and respectful and recognising respectful behaviour</li> <li>- Playing and working cooperatively</li> <li>- The importance of self-respect</li> <li>- Respecting differences and similarities and discussing difference sensitively</li> <li>- Responding respectfully to a wide range of people</li> <li>- Recognising prejudice and discrimination</li> <li>- Expressing opinions and respecting other points of view, including discussing topical issues.</li> </ul>
Spring Living in the wider world	Belonging to a community	<ul style="list-style-type: none"> <li>- What rules are and the value of rules and laws</li> <li>- Caring for others' needs</li> <li>- Looking after the environment</li> <li>- Belonging to a group</li> <li>- Rights, freedoms, roles and responsibilities</li> <li>- Being the same and different in the community and valuing diversity</li> <li>- What makes a community</li> <li>- Compassion towards others</li> <li>- Challenging discrimination and stereotypes</li> </ul>
Spring Living in the wider world	Media literacy and digital resilience	<ul style="list-style-type: none"> <li>- Using the internet and digital devices</li> <li>- Communicating online, content and information</li> <li>- The internet in everyday life</li> </ul>

		<ul style="list-style-type: none"> <li>- Assessing information online</li> <li>- How data is shared and used</li> <li>- How information online is targeted</li> <li>- Different media types, their role and impact</li> <li>- Evaluating media sources</li> <li>- Sharing things online</li> </ul>
Spring Living in the wider world	Money and work	<ul style="list-style-type: none"> <li>- Strengths, interests and setting personal goals</li> <li>- Different jobs and skills; what influences career choices?</li> <li>- Job/workplace stereotypes</li> <li>- What money is: need and wants</li> <li>- Looking after money, making decisions about money</li> <li>- Influences and attitudes to money; money and financial risks</li> </ul>
Summer Health and Wellbeing	Physical health and mental wellbeing	<ul style="list-style-type: none"> <li>- Keeping healthy including: sun safety, food and exercise, dental and oral hygiene, sleep, hygiene routines</li> <li>- Medicines, vaccinations, immunisations and allergies and keeping healthy</li> <li>- Health choices and habits; maintaining a balanced lifestyle</li> <li>- Managing/ expressing feelings and asking for help</li> <li>- What affects mental health and ways to take care of it</li> <li>- Managing change, loss and bereavement</li> <li>- Managing time online</li> </ul>
Summer Health and Wellbeing	Growing and changing	<ul style="list-style-type: none"> <li>- Recognising what makes them unique and special; personal strengths and achievements; personal identity</li> <li>- Feelings and mental well-being</li> <li>- Managing and reframing setbacks</li> <li>- Growing older, including moving class or year; physical and emotional changes as you grow</li> <li>- Includes Relationships and Sex Education in the context of looking at change</li> </ul>
Summer Health and Wellbeing	Keeping safe	<ul style="list-style-type: none"> <li>- How rules and age restrictions help us</li> <li>- Keeping safe online including, keeping personal information safe</li> <li>- Risks and hazards; safety in different environments</li> <li>- Responding in emergencies, first aid</li> <li>- Medicines and household products; drugs common to everyday life</li> <li>- In upper ks2 this topic will include FGM; drug use and the law; drug use and the media</li> </ul>

Opportunities for linking aspects of PSHE with other curriculum areas will also be identified and developed by class teachers. We will also cover aspects of PSHE through special theme days and weeks e.g. Science Week, Black History Month and LGBT+ History Month, Healthy Living Week.

### **Teaching and Learning**

Year group plans from the PSHE Association resources and resources carrying the Association's Quality Mark support each module. These provide a range of teaching strategies and real-world links to ensure that learning is purposeful, active and exciting. Inclusivity is part of the PSHE Association's philosophy. Each plan starts with guidance for teachers to ensure this is achieved. Every lesson starts by the class establishing ground rules specific to the learning. In this way, all pupils work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work on their full potential.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within the subject. Each class will establish ground rules based on the Core Christian Values:

- Learn from one another
- Value one another
- Love one another
- Encourage one another
- Respect one another

PSHE learning happens in the Early Years through child initiated activities and links are made with the Early Learning Goals. In KS1 and KS2, PSHE lessons are part of the weekly timetable. Learning opportunities in other subjects are being developed and specific events and activities are being planned into the school year and to enrich learning, including those planned by the children themselves through the School Council, Play Buddies and Rainbow Flag focus group. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. The RSE curriculum will sometimes be taught (across two year groups) and where appropriate year groups will be taught separately. All classes use circle time to promote and discuss issues within PSHE and citizenship.

Pupil voice is strong at Tushingham. We value the opinion and ideas of our pupils. We involve our pupils in new initiatives that have strong PSHE links, for example The Rainbow Flag Award. School council lead a weekly collective worship in school. Where appropriate, classes use worry boxes or monsters to encourage children to voice their concerns and to allow children to 'problem solve' collectively. All classes are aware of 'go to adults' if they need help at any point in the school day.

### **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Progress is tracked on Insight.

Comments about PSHE understanding will be included in annual reports to parents.

## **Monitoring and Evaluation**

The PSHE Lead will monitor the delivery of PSHE to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Pupil / parent voice

## **Parental and Community Involvement**

We believe that it is important to have the support of parents, carers and the wider community for the PSHE Association programme. Parents and carers are/will be given the opportunity to find out about and discuss the PSHE Association programme.

We highly value the partnership between school and home and will promote open and informative two-way communication. Working with parents is a vital part of our whole school approach to PSHE. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children. Termly 'Home School Values' information sheets encourage discussion at home to support learning at school.

We aim to involve outside agencies to support our teaching of PHSE, including our church St Chad's and other churches, the School Liason Police Officer, Healthbox team and St John's Ambulance to deliver aspects of the PSHE curriculum where possible.

## **Links with Other Policies**

We recognise the clear link between PSHE and citizenship and the following policies, and staff are aware of the need to refer to these policies when appropriate

- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality, Diversity and Cohesion Policy
- E-Safety Policy
- Religious Education Policy
- SEND Policy

## **Relationship and Sex Education (RSE)**

### **Statutory Regulations**

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019 and updated it in July 2020. This sets out what schools must cover from September 2020. The PSHE Association Programme of Study for PSHE education

supports schools to provide a comprehensive programme that integrates, but is not limited to, this statutory content. From September 2020, all primary schools must deliver Relationships Education.

Please see the RSE policy which details this aspect of PSHE.

### **Confidentiality and Child Protection Issues**

If a member of staff believes that a child is at risk or in danger (however small the risk), she / he will talk to the designated safeguarding lead who takes action as laid down in the Safeguarding Children 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 will be supported throughout the process. Tushingham with Grindley C.E. Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

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