



# **BUGLAWTON PRIMARY SCHOOL**

***Be the Best We Can***

## **PSHE & RS&HE Policy**

**Members of staff responsible:**

**Miss R McAvoy**

Date approved by the full Governing body: Autumn 2023

Date to be reviewed:

Autumn 2024

## **1. Introduction**

Our PSHE programme promotes the spiritual, moral, cultural, social, mental and physical development of pupils at Buglawton Primary School, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study developed by Kapow whose scheme of work fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE 'All schools should make provision for personal, social, health and economic education' and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study. Our programme of study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

The policy highlights Buglawton Primary School's preparation of its pupils to understand the Equality Act 2010 and the protected characteristics.

As a maintained primary school, from 2020, we must provide relationship and health education (RS&HE) to all pupils as per section 34 of the Children and Social work act 2017.

Relationship and health education will be taught as part of our PSHE curriculum.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Years 5 and 6 will receive, when possible, stand-alone sex education lessons covering 'puberty and growing up', delivered by a trained health professional.

## **2. Right to withdraw**

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within PSHE.

## **3. Intent**

Our school's overarching intent for our pupils is to provide a Personal, social, health and economic (PSHE) education programme of study alongside Relationships Education (RSE) which ensures that all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- The ability to recognise and assess potential risks.
- Communication, including how to manage changing relationships and emotions.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy for others.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.
- Opportunities for discussion and group work.

These skills are taught within the context of family life.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

#### **4. Implementation**

The scheme of work has three core themes, the same for each key stage. Each core theme is divided up into three topic areas:

##### **Core Theme 1: Health and Wellbeing**

Topic areas:

- Healthy lifestyles
- Keeping safe
- Growing and changing

##### **Core Theme 2: Family and**

##### **Relationships**

Topic areas:

- Healthy Relationships
- Feelings and emotions
- Valuing difference

##### **Core Theme 3: Living in the Wider World**

Topic areas:

- Rights and responsibilities
- Taking care of the environment
- Money matters

Whilst PSHE & RS&HE is split into three separate core themes, in reality there will always be extensive overlap. PSHE & RS&HE addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE & RS&HE should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

#### **4. Organisation/provision**

We teach PSHE & RS&HE in a variety of ways using the scheme of work developed from Kapow. PSHE is also covered through other areas of the school's curriculum; e.g. Religious Education.

In addition, PSHE is developed through whole-school activities and events:

- Whole school assemblies/worship led by SLT to introduce a theme or question for the week.
- Our school council; the representatives from each class meet regularly to discuss school matters.

- We offer two residential visits in Key Stage 2 with at least one being focused on outdoor activities where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed days- our children take part in themed days and whole school events.
- Visiting speakers.
- A variety of clubs.
- Debt Aware is a 6 module programme which is introduced at the start of year 5 and finishes at the end of year 6, teaching children about the ability to manage money.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

In addition, our school uses 'No Outsiders; Everybody welcome' as a text-inspired resource to discuss relationships and discrimination.

## **5. Foundation Stage**

In the Foundation Stage, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy.

## **6. Teaching PSHE to children with additional needs**

All pupils, regardless of their needs must be part of PSHE & RS&HE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children. When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets.

For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## **7. Equality and Diversity**

At Buglawton Primary School, PSHE & RS&HE is accessible to every pupil. Teaching will consider the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE & RS&HE provision, in accordance with the Equality Act 2010.

## **8. Healthy Schools Award**

Buglawton Primary School has achieved the Healthy Schools Award; this supports and complements our PSHE & RS&HE Curriculum well. The areas included are; Sex Education, Drugs Education, Physical Activity and Emotional Health and Welfare.

## **9. PSHE & RS&HE and ICT**

Learning in PSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an e-safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop

their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

## **10. Expectations The Headteacher/Deputy Headteacher**

The Headteacher/Deputy Headteacher is responsible for ensuring that PSHE & RS&HE is taught consistently across the school following the statutory guidance, and for managing requests to withdraw pupils from non-science components of RSE.

### **Staff**

Staff are responsible for:

- Delivering PSHE & RS&HE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the nonscience components of RSE

Staff do not have the right to opt out of teaching PSHE & RS&HE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher/Deputy Headteacher.

### **Pupils**

Pupils are expected to engage fully in PSHE & RS&HE and, when discussing issues related to RSE, treat others with respect and sensitivity – these are established as ‘Ground Rules’ at the start of topics and lessons.

## **11. Assessment and recording**

We will assess the pupils’ learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In PSHE & RS&HE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

## **11. Resources**

Resources for PSHE are kept electronically in addition to each classroom having its own selection of PSHE & RS&HE resources.

## **12. Training**

Staff are trained on the delivery of PSHE & RS&HE as it is included in our continuing professional development calendar. Staff are encouraged to take part in PSHE and RSE training via sources such as The National College, which is updated regularly.

The Headteacher/ Deputy Headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

### **13. Monitoring and Review**

The PSHE & RS&HE Subject Leader and SLT are responsible for monitoring the standards of pupils' work and the quality of teaching. They support colleagues in the teaching of PSHE & RS&HE, by giving them information about current developments in the subject and liaising with external subject specialists.

The delivery of RSE is monitored by the Deputy Headteacher through:

- Staff consultation
- Learning walks
- Pupil voice
- Planning consultancy.

The policy was written in the 2019/2020 academic year by the PSHE & RS&HE Subject Leader, after consultation with parents and staff and has been approved by the governors. It is has been kept up to date with current guidance from the Government and DfE.

The Head teacher and Deputy Headteacher will review this policy and at every review, the governing board will approve the policy.